

Agenda
438th 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 24, 2020

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Illinois Community College Board

ILLINOIS GREEN ECONOMY NETWORK UPDATE

The Illinois Green Economy Network (IGEN) is a consortium open to all 39 Illinois community college districts, formed in 2008 through an intergovernmental agreement. IGEN's mission is to provide a platform for collaboration among all Illinois community colleges and their partners to drive growth of the green economy. IGEN's vision is for the Illinois community college system to be a global leader in transforming the economy and education for a sustainable future. Since its inception, IGEN has successfully managed the implementation of numerous grant-funded sustainability-related initiatives and programs at Illinois community colleges statewide, totaling over \$30 million. IGEN is led by an administrative team that receives direction from a Presidents' Steering Committee. Heartland Community College serves as IGEN's administrative agent and Lewis and Clark Community College serves as IGEN's fiscal agent. A brief network update will be provided, including 2019 active membership and highlights of projects, as well as 2020 benefits of membership and opportunities for funding and programing.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS UPDATE

Illinois Community College Board staff periodically update the Board on the agency's progress toward its three adopted goals, listed below and most recently revised during the August 23, 2019 Board retreat in Palatine, IL and adopted at the September 20, 2019 Board meeting, in Chicago, IL.

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. This presentation includes a status update based upon the reported status in the memorandum submitted to the Board at the June 7, 2019 Board meeting in Itasca, IL. Additionally, the presentation will highlight important connections to the Governor's Office goals and progress on how we are tracking these goals within the agency. A revised memorandum is in the packet. Here are the goals as adopted:

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

Goal 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.

Goal 2: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

Goal 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

DATE: January 24, 2020
TO: ICCB Board Members
FROM: Dr. Brian Durham, Executive Director
SUBJECT: January Mid-Year Board Goals Update

Please accept this summary of activities related to ICCB Board Goals. You will note that the format follows the memorandum that was distributed at our June 7, 2019 Board meeting. Thus, the statement “**JUNE 7 STATUS:**” reflects what was reported in June to the Board. The statement “**JANUARY 24 STATUS:**” reflects the current status. This should provide the opportunity to reflect on continuity across goals.

As a reminder, here is the complete Board Goal statement as adopted:

The Illinois Community College Board hereby affirms the mission of the state’s 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

GOAL 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.

GOAL 2: Contribute to economic development by supporting the Illinois community college system’s effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

GOAL 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision making, and support system-wide continuous improvement.

GOAL 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.

- **Postsecondary Equity Targets Workgroup:** This P-20 Council led project is developing a framework and proposed targets for Illinois to make progress in closing equity gaps in postsecondary attainment.
 - ✓ **JUNE 7 STATUS:** Northern Illinois University has contracted with the Midwestern Higher Education Compact (MHEC) to generate prediction and goal models for consideration, including a focus on demographics and low-income status.
 - ✓ **JANUARY 24 STATUS:** The workgroup has had a number of in-depth discussions of research and potential policy levers, particularly in the areas of student readiness for postsecondary education access and enrollment, affordability and financial aid, and completion and success. In late 2019, a data-sharing agreement was executed across ICCB, IBHE, and MHEC. Since then, ICCB (and IBHE) have worked to set up the data security and technical mechanisms by which they will transfer the data, and they anticipate being able to transfer the data for the study to MHEC by February.
 - ✓ **IMPACT: Greater focus on equity gaps in the completion agenda.**

- ***Common Placement Framework:*** This Presidents' Council and ICCB led initiative has developed a multiple measure, common placement framework for the community college system.
 - ✓ **JUNE 7 STATUS:** The implementation workgroup is developing an implementation guide. A research design strategy is under development with the Central-Southern Illinois Community College Research Group to meet the research requirements of the agreement. Note that this work will intertwine with [Senate Joint Resolution 41](#) (SJR 41) and its goals.
 - ✓ **JANUARY 24 STATUS:** Sixteen college districts have fully implemented the statewide recommendations; 16 will be fully implemented in fall 2020; five have begun work on shifting to the recommendations; two colleges have not provided information on their status; Data collection will be defined in conjunction with SJR 41 Council. The implementation guide and research design strategy are still in progress.
 - ✓ **IMPACT: This will affect all students in the community college system by establishing greater consistency and more opportunities for placement into credit-bearing coursework.**

- ***Gates Foundation Early Indicators of Student Success Project:*** In partnership with the City University of New York (CUNY), ICCB worked with state agencies across the country (TX, NY, VA) to examine second year retention and graduation and to analyze success in the second year.
 - ✓ **JUNE 7 STATUS:** ICCB's participation in this project is complete. CUNY will develop and disseminate the findings and ICCB will share these with the system when they become available.
 - ✓ **JANUARY 24 STATUS:** Waiting for CUNY's dissemination of findings.
 - ✓ **IMPACT: Dissemination will benefit other states with strong administrative data systems, as well as local colleges, with the use of predictive metrics and models in an effort to assist with service prioritization for students.**

- ***General Education Core Curriculum (GECC) Credential:*** A college may apply to the ICCB to award the GECC Credential to a student who completes the 37-41 general education hours required to meet the GECC package in the Illinois Articulation Initiative. This allows colleges to get credit for these transfers as we track the credential and for the student to receive a credential for completing the package. The ICCB passed rules to allow this credential in December 2018.
 - ✓ **JUNE 7 STATUS:** Twenty-four colleges have applied and been approved to offer this credential to date.
 - ✓ **JANUARY 24 STATUS:** Thirty-seven colleges are now approved to offer the GECC as of January 2020. Four hundred and five students were awarded this credential in Academic Year 2019.
 - ✓ **IMPACT: Over 18,500 students met the requirements to earn this credential in the past year, prior to the GECC credential implementation. Thus, nearly 20,000 students per year can potentially benefit from this credential. As the credential becomes institutionalized, more transfer students stand to benefit, ensuring a smoother transfer to a four-year institution and increased transfer rates for the state of Illinois.**

- ***Alternative Methods of Credentialing (High School Equivalency):*** This is a statewide initiative to offer three alternative methods of credentialing to adults without a high school diploma using a transcript review process.
 - ✓ **JUNE 7 STATUS:** The training has been provided to regional offices and adult education programs, and locals have begun the review of transcripts. Feedback will be gathered in the fall to determine if adjustments to the process are needed.
 - ✓ **JANUARY 24 STATUS:** Through this process, we have reviewed approximately 30 transcripts for the alternative methods of credentialing but have only credentialed three individuals. We are in the process of reviewing our criteria to see where adjustments can be made to ensure more individuals are credentialed through this method.
 - ✓ **IMPACT: Of those with over nine grades of education (662,000) without a high school diploma, this initiative has the potential to reach an estimated 3-5% of the population who have earned at least 13.5 credits while enrolled in high school.**

- ***Illinois Articulation Initiative (IAI):*** This ICCB and IBHE co-led initiative allows students to transfer seamlessly across nearly 100 Illinois institutions.
 - ✓ **JUNE 7 STATUS:** During fiscal year 2018, the website's database housed a total of 6,897 active GECC courses and 2,344 active Major courses, totaling 9,241 active courses in IAI.

- ✓ **JANUARY 24 STATUS:** During fiscal year 2019, the website's database housed a total of 6,818 active GECC courses and 2,351 active Major courses the IAI included 9,169 active courses.
- ✓ **IMPACT:** **The IAI initiative is central to the transfer experience of the 265,000 students who transfer each year.**
- ***Student Transfer Achievement Reform (STAR) Act (110 ILCS 150/):*** This act requires the ICCB and IBHE to implement rules pertaining to reverse transfer.
 - ✓ **JUNE 7 STATUS:** A draft of the administrative rules is on the ICCB agenda (June 7, 2019).
 - ✓ **JANUARY 24 STATUS:** Report for STAR act filed Jan 9, 2020; Reverse Transfer Rules filed with JCAR and published Dec 27, 2019.
 - ✓ **IMPACT:** **Students who transfer without a degree but earn enough credits to reach the associate degree milestone will have an opportunity to earn their associate degree through this process. This is particularly important for those who do not finish their baccalaureate degree.**
- ***Open Educational Resources (OER):*** A statewide initiative to increase the use and adoption of OER course materials as a strategy to reduce textbook costs and financial barriers for students.
 - ✓ **JUNE 7 STATUS:** Planning meetings have been held with Illinois stakeholders and state agencies. A grant for a gap analysis in career and technical education programs has been developed for release and an OER Summit and a college OER workshop are in development for fall.
 - ✓ **JANUARY 24 STATUS:** The Office of Community College Research and Leadership (OCCRL) at the University of Illinois is conducting an environmental scan for OER use in career and technical education. An OER conference is in development. An OER survey has been developed on institutional use of OER. A panel of communication faculty is reviewing OER materials in conjunction with IAI communication courses learning outcomes.
 - ✓ **IMPACT:** **Implementation of OER increases college access and affordability by reducing the cost to attend college. OER improves student success by ensuring access to all required instructional materials. OER has the potential to cut dramatically the cost of books for all students in the community college system.**
- ***Dual Credit Quality Act (DCQA):*** The Dual Credit Quality Act mandated several changes to dual credit processes and procedures in the state.
 - ✓ **JUNE 7 STATUS:** The Dual Credit Model Partnership Agreement (MPA) is on the agenda for approval (as mandated by the DCQA). The framework for the professional educator license dual credit endorsement is in draft form, with a tentative launch date for the endorsement as early as July 2019. Note: Community colleges must recommend the endorsement before ISBE can award it.
 - ✓ **JANUARY 24 STATUS:** The Model Partnership Agreement (MPA) was completed. Procedures around dual credit faculty endorsement were released in November 2019 and the professional development plan template was released.
 - ✓ **IMPACT:** **The MPA provides a default agreement for colleges and high schools that are unable to agree on specific terms around dual credit implementation. The MPA also reduces the cost burden on a high school district that opts to pay for their students. The endorsement will help to level the requirements for dual credit instructors and may benefit the over 2,400 high school dual credit instructors in the system.**
- ***Transitional Math (TM):*** TM allows students to prepare for college level coursework while still in high school in order to avoid remediation. Successful students enroll at the college without a placement test.
 - ✓ **JUNE 7 STATUS:** All 39 community college districts are working collaboratively with high schools on implementation plans and memorandums of understanding for implementation of transitional math. Partners have hosted 31 summits serving 37 community college districts with 645 attendees. Amongst all online and face-to-face events, over 2,285 individuals have been trained on transitional math. More than 200 high schools will be offering transitional math in the fall of 2019. To date, five colleges submitted courses for statewide portability in Quantitative Literacy/Statistics, STEM, and Technical Math. The iPlacement system is under development and will be fully functional by Fall 2019.

- ✓ **JANUARY 24 STATUS:** All 39 community college districts have received grants to implement transitional math. Twenty-one colleges have submitted courses for statewide portability. The iPlacement site is functional for course submissions. Most recently, the TM panel met in October 2019 to review courses.
 - ✓ **IMPACT: Over time, TM is likely to reduce remediation for the 50 percent of first time, full-time high school students that would otherwise enter into remedial math in their first year of college.**
- **Transitional English (TE):** TE will allow students to prepare for college level coursework while still in high school in order to avoid remediation.
 - ✓ **JUNE 7 STATUS:** Discussions about implementation of TE are ongoing with ISBE.
 - ✓ **JANUARY 24 STATUS:** The ICCB released a Notice of Funding Opportunity to support Transitional English Instruction in community colleges. Twelve of 21 applicants received funding. The purpose of this grant is to: a) identify, create, support or expand transitional English instructional models and curriculum development; b) support partnerships with high school, including Local Advisory Panels (LAPs), as Transitional English course competencies and models are developed; c) identify scalable and sustainable models for Transitional English courses; and d) support access to regional training opportunities. There have been two statewide meetings focused on identifying/developing competencies for TE. Additionally, two webinars have occurred for both the K-12 and the community college sector.
 - ✓ **IMPACT: Over time, TE is likely to reduce remediation for the nearly 20 percent of first time, full-time high school students that would otherwise enter into remedial courses in their first year of college.**
- **Transfer Compact Project Proposal:** A revised transfer compact would incorporate the many updates and changes to the landscape of higher education transfer and articulation since the last compact was developed.
 - ✓ **JUNE 7 STATUS:** A workgroup will review how changes resulting from the STAR Act, Prior Learning Assessment efforts, the IAI Bill, and the AP Equity Bill fit into a revised compact agreement. The workgroup will include both university and community college representatives.
 - ✓ **JANUARY 24 STATUS:** A workgroup is reviewing how changes resulting from the STAR Act, Prior Learning Assessment efforts, the IAI Bill, and the AP Equity Bill fit into a revised compact agreement. The final report for SJR 22 was submitted.
 - ✓ **IMPACT: This work will have broad implications for students and institutions, enhancing seamless transfer and articulation.**
- **Office of Civil Rights Visits:** Federal law requires ICCB to conduct annual civil rights visits to colleges based upon our receipt of Carl D. Perkins Career and Technical Education Act funds.
 - ✓ **JUNE 7 STATUS:** Fiscal year 2020: ICCB typically selects and notifies colleges in September each year.
 - ✓ **JANUARY 24 STATUS:** In fiscal year 2020, two colleges have been notified and visits are being scheduled.
 - ✓ **IMPACT: This requirement ensures colleges are meeting the needs of students with disabilities and other barriers and serves as an important lever for change on campus.**
- **The Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) Agreement Management:** The CAREER agreement allows students to attend an out-of-district institution at in-district rates if the home district lacks a program desired by the student.
 - ✓ **JUNE 7 STATUS:** The ICCB continues to negotiate changes to the agreement including, but not limited to, conversations about marketing programs out of a district's boundaries. All 48 colleges are currently party to this agreement.
 - ✓ **JANUARY 24 STATUS:** The revised CAREER agreement is on the ICCB agenda for approval.
 - ✓ **IMPACT: The CAREER agreement provides significant cost relief and enhances access for the approximately 132,000 CTE students in the system. ICCB does not collect specific data related to the utilization of the agreement at this time.**
- **Dual Credit Oversight and Administration:** Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. ICCB continues to negotiate changes to dual credit based upon the Dual Credit Quality Act.

- ✓ **JUNE 7 STATUS:** Through recognition, program review, statute, and administrative rules, the ICCB maintains authority and oversight over the implementation of dual credit on community college campuses, in concert with local sets of controls derived from Board of Trustees' policies and accreditation requirements.
- ✓ **JANUARY 24 STATUS:** Dual Credit Administrative rules are in the process of being updated to reflect the Dual Credit Quality Act.
- ✓ **IMPACT:** During fiscal year 2019, 59,039 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses for an 8.6 percent increase compared to the previous year (57,897). Dual credit duplicated enrollment (i.e., course enrollment), with a count of 124,614, increased 5.9 percent compared to one year ago (117,672).

GOAL 2: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

- **Workforce Education Strategic Plan (WESP):** This plan was designed to ensure the community college system remains a leader in the complementary fields of workforce training and education, and becomes ever more responsive to changing employer and student needs throughout the state.
 - ✓ **JUNE 7 STATUS:** Statewide listening sessions have been conducted with colleges to get a better understanding of workforce and training needs at the local level. Surveys on each of the four Strategic Goals have been developed and will be sent to the colleges in early June. The purpose of the surveys is to determine what promising or best practices exist at our colleges. Next steps include an analysis of the surveys, the development of webinars and forums to share the best practices, and the development of tools that can be useful to colleges. In addition, our continued work with our Workforce Innovation and Opportunity Act (WIOA) partners is key to implementation of the WESP. Current activities include our work with local workforce boards as well as the development of Apprenticeship Models.
 - ✓ **JANUARY 24 STATUS:** The ICCB is working with workforce partners throughout the state to implement the WESP. Currently the ICCB, in cooperation with the Presidents' Council Workforce Committee, has developed surveys designed to gain a better understanding of activities within the college system in specific areas. The first surveys to be completed by each college are: 1) Early Career Education Related and Exposure and 2) Essential Skills and Employability Gaps. These surveys are due to the ICCB on February 14, 2020.
 - ✓ **IMPACT: This plan focuses on better aligning the programs of community colleges to the workforce needs of the state. It has the potential to affect all students served by the system.**
- **Adult Education Strategic Plan (AESP):** This plan charts a progressive course for the ICCB's nationally recognized Adult Education and Literacy Program. The AESP addresses the need for continued development of comprehensive career pathways, college and career readiness, transitions from Adult Education programs to college and employment, foundational learning, English-language skills, and lifelong learning. It also places a more significant focus on the integration of technologies to support demand for strong digital literacy skills.
 - ✓ **JUNE 7 STATUS:** Implementation of the Strategic Plan is well underway. The Adult Education Advisory Council has provided recommendations to ICCB staff in three areas of the strategic plan including Integrated English Literacy and Civics Education, Correctional Education, and Technology and Digital Literacy Instruction. In addition, work continues to enhance and expand college and career readiness of students by developing specialized instructional pathways for instructors, as well as enhancing the development of Integrated Education and Training (IET) programs.
 - ✓ **JANUARY 24 STATUS:** Implementation of the Strategic Plan is well underway. ICCB has incorporated IET programming into its Apprenticeship grant and tasked staff with expanding IET programs around the state.
 - ✓ **IMPACT: The AESP has the potential to affect the more than 74,000 adult education students served throughout Illinois.**
- **Apprenticeship Grant Application:** The Scaling Apprenticeship Through Sector-Based Strategies Grant was completed and submitted to USDOL in October 2018.
 - ✓ **JUNE 7 STATUS:** This grant opportunity has never been released by the USDOL. We no longer anticipate it will be.

- ✓ **JANUARY 24 STATUS:** The Scaling Apprenticeship Through Sector-Based Strategies Grant was received on July 15, 2019. The number of Illinois community college apprenticeship students in academic year 2019 was 1,960. The academic year 2020 Apprenticeship Grant Target is 326. Colleges are gearing up for their enrollments and the ICCB has provided three technical assistance workshops. The ICCB held its first CAP-IT grant Advisory committee meeting on January 16, 2020.
- ✓ **IMPACT: With a budget of \$3.99M over four years for the Scaling Apprenticeship Through Sector-Based Strategies Grant, ICCB will provide services to more than 1,728 individuals at ten community colleges in the Information Technology field.**

- **Adult High School Diploma:** Public Act 100-0514 allows 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 ICCB with the authority to review and grant approval of applications submitted by eligible applicants who meet the established criteria.
 - ✓ **JUNE 7 STATUS:** To date, no entities have applied to offer these diplomas.
 - ✓ **JANUARY 24 STATUS:** To date, we have only received few inquiries regarding the Adult High School Diploma. However, we have not received any applications. We will review the process to determine where confusion exists, as well as provide further guidance to those wanting to start the process.
 - ✓ **IMPACT: This law has the potential to provide a pathway to a high school diploma for the approximately 662,000 individuals with over nine grades of education.**

- **Program Review:** ICCB has a statutory obligation to coordinate a statewide program review system (see P.A. 78-669). Instructional programs are reviewed once every five years by their respective community college and a summary report is submitted to the ICCB. In recent years, this process has been more focused on the collection of programmatic data as a part of the summary submitted to ICCB. In turn, ICCB now provides each college with written feedback about their submission.
 - ✓ **JUNE 7 STATUS:** The ICCB has received and reviewed all program review submissions completed in fiscal year 2018. The ICCB will provide written feedback to the colleges by June 30, 2019. A Program Review Advisory Committee, made up of college administrators and faculty, was established in fiscal year 2019 and will meet quarterly each year. Revisions to the Program Review Manual were completed during fiscal year 2019 and will be released to the system by June 15, 2019. Continuous refinement of the program review process is ongoing.
 - ✓ **JANUARY 24 STATUS:** ICCB completed its program approval project with the Joyce Foundation in November 2019. The Program Review Advisory Committee meets quarterly advising ICCB staff on the program review process. Currently, colleges have submitted their program review reports and staff have reviewed and are working to provide feedback to the colleges. Feedback will be provided to colleges in March 2020.
 - ✓ **IMPACT: This process provides an additional continuous quality improvement check for colleges to ensure the system is providing high quality programs across the 39 college districts.**

GOAL 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

- **Illinois Postsecondary Profiles (IPP):** Illinois Postsecondary Profiles is a joint ICCB/IBHE initiative (in collaboration with NIU Illinois Interactive Report Cards) that is developing a powerful but accessible web site through which interested stakeholders can access actionable Illinois higher education data pertinent to the postsecondary experience. The full version of the tool will draw almost completely from ICCB and IBHE data systems, making it more current, more detailed, and more flexible than other postsecondary data tools.
 - ✓ **JUNE 7 STATUS:** The pilot website was released in March 2019 and shared with the IPP Advisory Committee, higher education institutional research staff, academic leadership groups, and the P-20 Council for feedback. Input is still being solicited and a public soft launch date is projected for this year. The IPP was presented to the Board in November of 2018; an updated, live version will be shared at the September 2019 board meeting.

- ✓ **JANUARY 24 STATUS:** The IPP live version was shared at the September 2019 Board meeting. The agency continues to solicit feedback from stakeholders. New, more recent data is being added in January or February 2020. By end of academic year 2020, the IPP will see the completion of additional, distinct “Professional” Profile data and information. The new Professional Profile will connect education and workforce data.
- ✓ **IMPACT: When completed, this web portal will provide important information to the public, researchers, and other interested parties about Illinois higher education.**
- **Perkins V Transition:** The purpose of the recently reauthorized Strengthening Career and Technical Education Act (Perkins V) is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study.
 - ✓ **JUNE 7 STATUS:** ISBE and ICCB submitted the Perkins V transition plan on May 24, 2019. The four-year plan is due April 2020. As Illinois develops its state plan, ISBE and ICCB will continue to meet with stakeholders to construct a vision statement and programming that is reflective of these shared values.
 - ✓ **JANUARY 24 STATUS:** ISBE and ICCB held five regional Roadshows across the State in October-November 2019. The first public comment period was held October 7 through November 7, 2019. The Perkins V plan is on the agenda for a presentation. The Plan will be available for a second round of public comment in late January. The plan will be presented to the Board in March for approval. The State Plan is due to USDOE on April 15, 2020. ICCB CTE staff have offered a variety of professional development and technical assistance to the colleges in academic year 2020 relating to Perkins reauthorization and local planning, focusing considerably on equity. On February 21 and March 6, ICCB is sponsoring Equity Academies where faculty and administrators who are involved in program evaluations, such as the ICCB program review and comprehensive local-needs assessment (CLNA) processes, will collaborate to address inequities in their CTE programs.
 - ✓ **IMPACT: Perkins V affects every student in a CTE program in Illinois, both secondary and postsecondary.**
- **Postsecondary Data Partnership (PDP):** The purpose of this National Student Clearing House led initiative is to pilot multiple accessible data dashboards for colleges around the nation.
 - ✓ **JUNE 7 STATUS:** ICCB has been involved in discussions with other pilot states about staff requirements to meet the initiative deliverables. ICCB is planning to approach the Partnership for College Completion (PCC) in hopes to collaborate on this project, as PCC is also participating.
 - ✓ **JANUARY 24 STATUS:** Staff participated in the Oct 28-29, 2019 national initiative meeting with other participating/interested states and PDP leadership (Complete College America, National Student Clearing House, etc.) with discussion around the project processes and value. The information was then shared with community college IR leaders at the regional Northern and Central-Southern IR group meetings. Strong interest in working jointly with ICCB as part of the PDP was communicated by several colleges.
 - ✓ **IMPACT: This work will provide important information to the public, researchers, and other interested parties about Illinois higher education, particularly allowing users to engage in a more analytical approach when examining the data.**
- **Legislative Outreach Strategy:** The goal was for ICCB to meet with legislative leaders to draft and support the passage of the ICCB legislative agenda.
 - ✓ **JUNE 7 STATUS:** ICCB met with numerous legislative leaders to make introductions and advocate for the agency’s legislative agenda throughout the session.
 - ✓ **JANUARY 24 STATUS:** ICCB is gearing up for the spring 2020 General Assembly session.
 - ✓ **IMPACT: Effective communication with the General Assembly is core to the agency’s mission and its success. ICCB’s strength in this area affects all who are a part of the community college system.**
- **Data and Accountability Stewards:** Utilizing standardized and routine ICCB individual-level data submissions, Research and Policy Studies and Information Technology staff successfully reported data directly to the federal Integrated Postsecondary Education Data System (IPEDS) for all 48 colleges in the state. This annual effort by ICCB ensures consistent reporting statewide and allows colleges to invest local resources for student success rather than federal compliance reporting.

- ✓ **JUNE 7 STATUS:** Annual and ongoing.
 - ✓ **JANUARY 24 STATUS:** Through the utilization of ICCB's Centralized Data System, the agency has met all state and federal data and accountability reporting in fall/winter 2019 including, but not limited to, WIOA and Perkins end-of year reporting, IPEDS fall reporting, the Student Transfer Achievement Reform Act (STAR Act), and Senate Joint Resolution 22. ICCB has also participated in several meetings pertaining to the re-launch of the Education and Workforce Data Interagency Board Illinois Longitudinal Data System (ILDS) (formerly known as the ILDS Governing Board).
 - ✓ **IMPACT: This work provides important information to the federal government, state government, the public, researchers, and other interested parties about Illinois community colleges. Millions of dollars are connected to the accuracy and timeliness of this reporting.**
- ***Liaison to the Governor's office and the General Assembly:*** The ICCB monitored over 500 bills during the spring 2019 legislative session and introduced four legislative initiatives; one of which was approved by the General Assembly. In addition, the ICCB testified before the House and Senate Appropriations Committees on our fiscal year 2020 budget request and appeared before committees in each chamber to discuss the Board's fiscal year 2020 capital recommendations. The ICCB participated in weekly conference calls with the Illinois Council of Community College Presidents and with the Governor's office, IBHE, and ISAC to coordinate legislative activities.
 - ✓ **JUNE 7 STATUS:** Ongoing
 - ✓ **JANUARY 24 STATUS:** The ICCB monitored over 500 bills during the spring 2019 legislative session and introduced four legislative initiatives; one of which was approved by the General Assembly. In addition, the ICCB testified before the House and Senate Appropriations Committees on our fiscal year 2020 budget request and appeared before committees in each chamber to discuss the Board's fiscal year 2020 capital recommendations. The ICCB participated in weekly conference calls with the Illinois Council of Community College Presidents and with the Governor's office, IBHE, and ISAC to coordinate legislative activities. The ICCB submits biweekly reports to the Governor's Office education leadership team and participates in monthly educational leadership meetings with the education leadership team, IBHE, ISAC, ISBE and the Governor's Office of Early Childhood Development (GOECD).
 - ✓ **IMPACT: Effective communication with the Governor's office and the General Assembly is core to the agency's mission and its success. ICCB's strength in this area affects all who are a part of the community college system.**

Agenda Item #5.1
January 24, 2020

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT 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:

- FY2019 Federal Adult Education Narrative and Performance Report
- ICCB FY2019 Fall Enrollment Report
- State Authorization Rule Update
- New Units
- Legislative Reporting:
 - a. Senate Joint Resolution (SJR) 41
 - b. Senate Joint Resolution (SJR) 42
 - c. STAR Act
- Other
- Public Comment
- Adjournment

Illinois Community College Board

PERKINS V STATE PLAN

Illinois Community College Board (ICCB) staff have been actively engaged in the development of Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for State Fiscal Years (SFY) 2021-24.

The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the ICCB and describes the processes and policies that will be carried out by the state agencies, the Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds. The plan is due to the Department of Education in April 2020.

To date, ICCB, in partnership with ISBE, has conducted comprehensive stakeholder engagement including multiple regional convening's, briefings, and webinars. The first round of public comment was held in October 2019. The current draft of the State Plan reflects feedback from the first round of public comment. The vision, goals, and essential activities of the State Plan will be presented for discussion.

Illinois Community College Board

**WORKFORCE INNOVATION AND OPPORTUNITIES ACT
ILLINOIS STATE UNIFIED PLAN**

The Workforce Innovation and Opportunities Act (WIOA) was signed into law on July 22, 2014 and includes the WIOA Title II: Adult Education and Literacy Act. On March 3, 2016, Illinois submitted its first unified plan under the new law. This plan extended from FY2017 through FY2020.

Currently a second plan is being developed and will extend from July 1, 2020 through June 30, 2024. As part of WIOA, it is required that the State of Illinois submit a Unified Plan by March 1, 2020 and must include program specific elements for the four core partners: Title I – Adult, Youth and Dislocated Worker Programs -Department of Commerce (Commerce); Title II: Adult Education- Illinois Community College Board (ICCB); Title III: Wagner Peyser – Illinois Department of Employment and Security (IDES); and Title IV: Vocational Rehabilitation – Illinois Department of Human Services (IDHS). The plan will also address the new vision, strategies and activities as well as the inclusion of all WIOA required partners, including postsecondary Perkins.

A brief oral presentation will be provided highlighting the Illinois State Unified Plan requirements and timelines; the planned activities, specifically for Title II: Adult Education; and the connection of WIOA with the Adult Education Strategic Plan, Perkins V State Plan and the Workforce Education Strategic Plan. The presentation will also discuss the public comment period which extends through February 9, 2020. The plan document can be found at: <https://www.illinoisworknet.com/DownloadPrint/Unified%20State%20Plan%20-%20Final%20Public%20Comment.pdf>.

Illinois Community College Board

STATE AND FEDERAL GRANT UPDATE

The Illinois Community College Board (ICCB) has received both state and federal resources to support institutions in providing instructional and supportive services as well as to create transitional and career pathway opportunities for individuals.

Staff will provide a brief oral presentation of each grant and will include information on the grant purpose, goals, funding, and anticipated performance outcomes. Grants that will be discussed include:

- Innovative Bridge, and Transition (IBT)
- Workforce Equity Initiative (WEI)
- Transitional Math and English
- Department of Labor Apprenticeship Grant – Comprehensive Apprenticeship Programming – Information Technology (CAP-IT).

Agenda Item #5.2
January 24, 2020

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
- Financial Statements: Fiscal Year 2020
 - a. State General Funds
 - b. Special State Funds
 - c. Federal Funds
- Timeliness of State Payments
- Fiscal Year 2020 Community College Capital Budget
- Spring 2020 Legislative Agenda
- Trustee Training Providers
- Administrative Rules
 - a. Dual Credit
- Spring 2020 Legislative Update
- Public Comment
- Adjournment

Agenda Item 5.2a
January 24, 2020

Illinois Community College Board

SPRING 2020 LEGISLATIVE AGENDA

The Illinois Community College Board is requested to approve the Spring 2020 Legislative Agenda.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following Spring 2020 Legislative Agenda: Apprenticeships Grant Program.

BACKGROUND

The Board's External Affairs Committee discussed potential legislation for the Spring 2018 legislative session and reported out to the full Board for discussion on November 30th. The legislative agenda before the Board for approval reflects priorities identified by ICCB staff and incorporates the adopted Board goals.

Apprenticeship Grant Program.

The proposed legislation creates a new community college grant program that will provide the resources necessary to adequately and appropriately meet the needs of business and industry providers that are interested in partnering with community colleges across Illinois to provide apprenticeships. The grant funds would be prioritized to expand apprenticeship programs to new populations, develop apprenticeships in new, non-traditional sectors, and identify ways to promote greater inclusion and diversity in apprenticeships that include, but are not limited to, individuals who are veterans, minorities, persons with disabilities, or displaced workers

Community college apprenticeship programs bring the classroom and career together. In Illinois, 53 percent of jobs require more training than a high school degree but less than a four-year college degree, yet only 43 percent of the workforce is trained at that level. Apprenticeships are proven effective at educating and training individuals for careers at middle skills positions.

As apprenticeship as a workforce development tool continues to flourish across the country, the roles for many community colleges are also growing. Community colleges can develop the curriculum and provide the classroom instruction portion of an apprenticeship. They can provide college credits leading toward, or even completion of, an associate degree.

Illinois is poised to be a leader in the development of a statewide apprenticeship. In fact, a \$4.0 million grant from the U.S. Department of Labor, announced September, 2019, is allowing the ICCB to develop and expand apprenticeship programs in partnership with ten Illinois community colleges. Over the next four years, community college partners will serve more than 1,600 apprentices in pre-apprenticeship and apprenticeship programs that will lead to employment in the information technology sector.

The proposed state grant will expand support for apprenticeships across the state and into additional employment sectors. Currently, over half of the 48 community colleges in the state provide some form of apprenticeship training or curricula. However, according to the 2017 report, *Scaling Up Registered Apprenticeships at Community Colleges*, lack of funding and resources was the most widely mentioned challenge to scaling up apprenticeships at community colleges.

The ICCB has requested \$10 million to adequately fund the proposed grant program and provide the resources necessary to adequately and appropriately meet the needs of business and industry and community college partners. The substantive legislation will be **subject to appropriation**.

This legislation was introduced in the Spring 2019 Legislative Session in both the House and Senate, but was not advanced. SB 2122 (Ellman / Costa Howard) – Senate: Passed 56-0-0; House: Assigned to committee but not called. HB 3592 (Burke) – House: Assigned to committee but not called.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Carl Sandburg College

- CNC Programmer Certificate (32 credit hours)

City Colleges of Chicago: Richard J. Daley College

- Sustainable Urban Horticulture Certificate (31 credit hours)
- Cybersecurity Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Cybersecurity Certificate (30 credit hours)

City Colleges of Chicago: Wilbur Wright College

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

Illinois Central College

- Health Information Technology A.A.S. degree (61 credit hours)

Kankakee Community College

- Manufacturing Technology A.A.S. degree (63 credit hours)
- Manufacturing Welding II Certificate (45 credit hours)
- Intermediate Manufacturing Welding Certificate (31 credit hours)
- Manufacturing Machine Tool II Certificate (45 credit hours)
- Intermediate Manufacturing Machine Tool Certificate (31 credit hours)
- Manufacturing Industrial Maintenance II Certificate (45 credit hours)
- Intermediate Manufacturing Industrial Maintenance Certificate (31 credit hours)
- Intermediate Manufacturing TWDL Certificate (31 credit hours)
- Manufacturing TWDL II Certificate (45 credit hours)
- Intermediate Manufacturing TWDL Certificate (31 credit hours)

Kishwaukee College

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

Lake Land College

- Court Reporting Technology A.A.S. degree (60 credit hours)

Lincoln Land Community College

- Diagnostic Medical Sonography Certificate (47 credit hours)

Moraine Valley Community College

- ESL/Bilingual Educator Certificate (30 credit hours)
- Paralegal Studies A.A.S. degree (60 credit hours)
- Paralegal Studies Certificate (42 credit hours)

BACKGROUND

Carl Sandburg College

CNC Programmer Certificate (32 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment in the manufacturing industry as computerized numerical control programmers with skills in programming for machine tooling and CNC processes.

Catalog Description: The CNC Programmer Certificate program gives an overview of essential machine shop practices including machine safety, blueprint reading, and part inspection methods. CNC programming, set-up and operation will also be covered in depth. Graduates of this program will have the skills necessary for entry-level employment in a machine shop setting. Special emphasis will be placed on learning the skills necessary to transform raw material into a finished part. Students will be able to apply the techniques learned in lectures within a machine shop setting. Overall, this program is intended to introduce students to many different aspects within a machine shop setting.

Curricular Information: The curriculum includes 32 credit hours of coursework in introductory and intermediate levels of technical math, fundamentals of CNC Turn Apps, fundamentals of CNC Mill Apps, CNC Lathe set-up, CNC Mill set-up, fundamental of live tooling, live tooling set-up/operations, CNC Lath process, CNC Mill process, and a required CNC programmer internship in a manufacturing setting. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the Certificate: This program prepares students at an advanced level for employment, and thus includes content above basic knowledge and skills. Eighty-percent of the courses included allow for hands-on learning, as well as an additional two credit hour internship course, all of which were strongly recommended by the college's program advisory committee. Furthermore, this program serves as an educational ladder opportunity for graduates of the college's related CNC Operator Certificate, which is a pre-requisite to the proposed advanced certificate program.

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of "CNC programmers" is expected to increase by 17.8% statewide through 2026. Local employers have identified an urgent need for skilled entry-level workers with a broad-based knowledge of the manufacturing industry. Advisory committee members worked closely with the college to develop a curriculum that would prepare students for the local work force. This program was granted temporary approval in November 2016 and has been in operation for three years.

Table 1: Employer Partners

Employer	Location
Midstate Manufacturing Corporation	Galesburg, IL
Pegasus Machine Tool, Inc.	Galesburg, IL

Table 2: Enrollments

CNC Programmer Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	12	14	16
Part-Time Enrollments:	4	5	6
Completions:	7	9	11

Financial / Budgetary Information: Two (2) existing part-time faculty are required to operate the program. The program utilizes all existing facilities. Several pieces of equipment and software updates were

donated by local employers to support the program. The program is fiscally supported through student tuition and fees. No new costs are anticipated to support the program over the next three years.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Richard J. Daley College
Wilbur Wright College

Cybersecurity A.A.S. degree (60 credit hours)
Cybersecurity Advanced Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment, and advancement opportunities, as cybersecurity specialists in a variety of settings.

Catalog Description: Cybersecurity A.A.S. degree - The Cybersecurity Associate in Applied Science (A.A.S.) program provides the required knowledge and skill set for students pursuing entry-level career opportunities in Cybersecurity. With a hands-on approach to learning in this program, students acquire comprehensive Cybersecurity technical knowledge and skills required in entry-level Cybersecurity jobs. The A.A.S. program courses provide an integrated education for cybersecurity professional needs and include a practical work-based learning component, configuring and administering cloud computing infrastructures and applications, and engaging in Information Security systems analysis.

Cybersecurity Advanced Certificate - The Cybersecurity Advanced Certificate (AC) program provides knowledge and skill set for students pursuing career opportunities in Cybersecurity. With a hands-on approach to learning in this program, students who complete the Cybersecurity Basic Certificate (BC) continue the study of essential to Cybersecurity technical knowledge and skills relating to using and administering network devices and network operating systems, and practicing ethical hacking. Students also learn to script and code to monitor, protect against, contain, respond to and recover from cyberattacks. This program serves as a transitional (stackable) credential towards the Cybersecurity A.A.S. degree and offers an enhanced skill set for current IT students and professionals in other areas.

Curricular Information: Cybersecurity A.A.S. degree - This curriculum includes 15 credit hours of required general education, 36 credit hours of required career and technical education coursework, and nine (9) credit hours of related technical electives.

The career and technical component includes instruction in fundamentals of programming, introductory and advanced operating systems, operating systems server, networking essentials, introductory and advanced internetworking, cloud computing and services, information security essentials, cybercrime and incident response, scripting for cybersecurity, ethical hacking, a required field project or internship in cybersecurity, and information technology electives specifically related to cybersecurity.

Cybersecurity Advanced Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 27 credit hours and an additional three (3) credit hours in related IT electives.

Assessment of student learning in both programs will be achieved through evaluation of the student’s performance on either the comprehensive field project or the internship experience. The program will prepare graduates for industry credentialing in CompTIA Server+, Cloud+, and CySA+, with additional options for credentialing offered within the available electives. The proposed programs provide a continued educational ladder opportunity for students completing the College’s recently approved Basic-level Certificate in Cybersecurity.

Accrediting Information: The college plans to seek optional program accreditation through the Accreditation Board for Engineering and Technology (ABET) once at least one class of students has graduated the programs.

Justification for Credit hours required: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in related cybersecurity occupations is expected to increase statewide between 6.6 – 22.9% through the year 2026.

Table 1: Employer Partners

Employer	Location
Accenture	Chicago, IL
OnShore Security	Chicago, IL
SDI Presence LLC	Chicago, IL
Trustwave	Chicago, IL

Table 2: Projected Enrollments (Combined)

Cybersecurity AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	8	20	24
Part-Time Enrollments:	4	40	16
Completions:	-	8	26

Cybersecurity Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	24	32
Part-Time Enrollments:	4	10	16
Completions:	-	7	16

Financial / Budgetary Information: The programs will require one (1) existing full-time and one to two (1-2) new part-time faculty the first year. Qualified faculty will hold at least a Bachelor’s degree, with a Master’s degree preferred, in an IT Cybersecurity-focus area, hold at least one year related work experience and two years of teaching experience. All facilities are adequately in place to support the program and will share existing resources with the Information Technology programs currently being offered. Some new equipment purchases and software licenses have been budgeted for during the first three years. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$29,000	\$59,994	\$154,945
Administrator Costs	0	0	0
Other Personnel costs	0	0	0
Equipment Costs	\$5,500	\$12,000	\$10,000
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (Software licenses)	\$13,250	\$13,250	\$13,250
TOTAL NEW COSTS	\$47,750	\$85,244	\$178,195

Table 4: Faculty Requirements (Combined)

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

Richard J. Daley College

Sustainable Urban Horticulture Certificate (31 credit hours)

Program Purpose: This program will prepare individuals for employment in horticulture where sustainable and green technologies are utilized.

Catalog Description: The Sustainable Urban Horticulture certificate program is designed to provide students with cutting edge opportunities in the area of green technologies. Topics include green roofs, xeriscaping, rain gardens, and other new and emerging technologies in the green industry.

Curricular Information: The curriculum consists of 31 credit hours of career and technical education, including instruction in basic horticulture, horticultural plant science, managing urban green space, urban horticultural floral design, green house crop production, soil fertility assessment, management of plant and animal invasion, sustainable farming practices, and a required work-based learning experience in sustainable horticulture. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the Certificate: The college worked closely with advisory committee members and local employers to development a program that would adequately prepare students for entry-level employment in this new and emerging field, which includes a required practicum/internship experience of at least 375 hours (5 credit hours).

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment horticulture workers is expected to increase by 5.25% statewide through 2026. The college indicates a continued strong interest in the need for workers trained in green technologies locally, throughout the district.

Table 1: Employer Partners

Employer	Location
Chicago Botanical Garden	Glencoe, IL
Chicago Farmworks/Heartland Alliance	Chicago, IL

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Chicago Park District	Chicago, IL
Chicago Public School	Chicago, IL
Chicas Hermana - Incubator	Chicago, IL
Christy Metals	Northbrook, IL
Christy Webber Landscaping	Chicago, IL
Common Threads	Chicago, IL
Enlace/North Lawndale Greening Committee	Chicago, IL
Farmers Fridge	Chicago, IL
Fed Ex	Chicago, IL
Fishery	Chicago, IL
Gardeneers	Chicago, IL
Garfield Produce	Chicago, IL
Gethsemane Garden Center	Chicago, IL
Gotham Greens	Chicago, IL
Growing Home	Chicago, IL
Headwater Farm	Oak Park, IL
Heartland Alliance	Chicago, IL
Herban Produce	Chicago, IL
Hoot Blossom Farm	Washington Island, WI
Ice Cold Justice	Chicago, IL
Incubator - Nodding Onion Farm	Chicago, IL
Jesse Brown VA	Chicago, IL
Midwest Foods	Chicago, IL
Opportunity Knocks	River Forest, IL
Patchwork Farms/Urban Growers Collective	Chicago, IL
Prairie Wind Farm	Grayslake, IL
Revolution Brewing	Chicago, IL
Sugar Beet Coop	Oak Park, IL
Talking Farm	Skokie, IL
Big Green	Chicago, IL
University of Illinois Extension	Urbana, IL
Urban Edible	Chicago, IL
WCH Youth Farm	Chicago, IL
Whole Foods	Chicago, IL

Table 2: Projected Enrollments

Sustainable Urban Horticulture Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	13	10	12
Part-Time Enrollments:	10	10	7
Completions:	16	15	13

Financial / Budgetary Information: One (1) existing full-time faculty is required to operate the program. The program utilizes all existing facilities. Qualified faculty hold a Bachelor's degree in Agriculture, Horticulture or a closely related field, have at least 3-5 years of work experience in sustainable agriculture, can demonstrate experience of developing and working from a crop plan, and have two years teaching experience. No new equipment will be necessary to support the program as many donations of materials and supplies are made by local employers. Resources will be shared with existing horticulture programs offered through the Arturo Velasquez Institute satellite campus. The program will be fiscally supported through student tuition and fees. No new costs are anticipated to support the program over the next three years.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (specify)	-	-	-
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	-	-	-	-	-	-
Existing Faculty	1	-	1	-	1	-

Rationale for requesting Permanent Approval: After operating the program for a period of four (4) years, the college maintains there is a strong continued interest by students and local employers for training in this developing field. Employers in all areas of industry from agriculture to business to retail look for workers who have sustainable and green technologies skills. The program has been successful with steady enrollments, completions and placements during the temporary period. The college continues to evaluate coursework and content to keep the curricula updated and relevant to current industry needs. *The college therefore requests permanent approval of this program.*

Illinois Central College

Health Information Technology A.A.S. degree (61 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as health information technicians in a variety of settings.

Catalog Description: Maintaining health information is a critical component in the delivery of quality healthcare services and promoting healthcare to the public. As a health information technology professional, you will use a variety of techniques, including data collection, data analysis, coding, protection of health information in electronic and traditional formats, and managing the revenue cycle. These tasks may be performed for healthcare providers, government agencies, insurance companies, consulting firms, vendors, and other traditional and non-traditional settings.

Curricular Information: The curriculum consists of 20 credit hours of required general education and 41 credit hours of career and technical education. The career and technical component of the curriculum includes coursework in computer applications, introductory pharmacology, disease processes, principles of health information technology, management for health information, law and ethics in health information technology, healthcare reimbursement methodologies, alternate healthcare settings, computer use in health information technology, statistics for health information management, medical terminology, introductory and intermediate levels of ICD-10-CM and ICD-10-PCS Coding, introductory current procedural terminology (CPT) coding, a required work-based learning experience in coding, and a required professional practicum in health information technology.

Assessment of student learning will be achieved through evaluation of the student’s performance during the workplace learning experiences by program faculty and worksite supervisors as well as with practice industry credentialing exams. The program will prepare graduates for taking the Registered Health Information Technician (RHIT) certification exam. This credential is optional for entry-level employment in Illinois.

Justification for Credit hours required for the degree: The program includes both general education and career and technical content that meets the standards for both program accreditation and preparation for industry credentialing.

Accrediting Information: The curriculum was designed according to guidelines of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The college will apply for program accreditation once all appropriate state approvals have been received.

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 health information technology and medical coding occupations is expected to increase by an average of between 3 - 7% statewide through 2026. Currently, there only two community colleges with CAHIIM-accredited programs.

Table 1: Employer Partners

Employers	Location
Heartland Clinic	Peoria, IL
Unity Point Hospital	Peoria, IL
OSF St. Francis Medical Center	Peoria, IL
Compliance Services	Morton, IL

Table 2: Projected Enrollments

Health Info Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	10
Part-Time Enrollments:	5	10	15
Completions:	0	5	5

Financial / Budgetary Information: One (1) new full-time and two (2) existing part-time faculty will be necessary to implement the program. Qualified faculty must hold at least a Bachelor’s degree in Health Information Management, a current RHIT credential, and have two years related working experience. No new costs, except for faculty expenditures, are anticipated to implement the proposed program. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$75,739	\$33,600	\$75,739
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	\$75,739	\$33,600	\$75,739

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

Kankakee Community College

- Manufacturing Technology A.A.S. degree (63 credit hours)
- Manufacturing Welding II Certificate (45 credit hours)
- Intermediate Manufacturing Welding Certificate (31 credit hours)
- Manufacturing Machine Tool II Certificate (45 credit hours)
- Intermediate Manufacturing Machine Tool Certificate (31 credit hours)
- Manufacturing Industrial Maintenance II Certificate (45 credit hours)
- Intermediate Manufacturing Industrial Maintenance Certificate (31 credit hours)
- Intermediate Manufacturing TWDL Certificate (31 credit hours)
- Manufacturing TWDL II Certificate (45 credit hours)
- Intermediate Manufacturing TWDL Certificate (31 credit hours)

Background: Kankakee Community College was granted authority to offer these programs under temporary approval status in Fall 2013. The college was a part of a consortium of colleges who received a U.S. Department of Labor TAACCT (Trade Adjustment Assistant & Community College Training) Grant to develop various levels of manufacturing programs. The consortium of colleges, known statewide as the Illinois Network for Advanced Manufacturing (INAM) developed these programs according to local need and statewide transferability of technical skills resulting in an Associate’s degree and 18 related Certificate programs. Certificate programs were developed for both basic and advanced technical skill levels and all provided an educational ladder into other specialized certificate areas and the degree. These programs have been in operation since Spring 2014 and the college is seeking permanent approval status.

Program Purpose: The A.A.S. degree will prepare individuals for entry-level employment and advancement opportunities as front-line supervisors or managers in manufacturing for a variety of specialized manufacturing employers.

There are two levels of Advanced Certificate programs which will prepare individuals for entry-level employment and/or advancement opportunities in the specialty areas of machine tool, manufacturing welding, industrial maintenance, or manufacturing TWDL (transportation/distribution/warehousing/logistics).

Catalog Description: The 63-credit Manufacturing Technology A.A.S. program is designed to prepare students for the modern manufacturing environment. This program will prepare students for employment with companies that have implemented team oriented design, production, quality, and maintenance systems within the manufacturing environment. American manufacturers are increasingly using high-tech equipment that involves multiple, integrated systems. It is crucial that these companies be able to recruit and employ individuals who know how to operate, troubleshoot, and maintain high-tech equipment. To achieve an AAS degree, students will select one of four fields of specialization – Industrial Maintenance, Machine Tool, Transportation/Warehousing/Distribution/Logistics (TWDL), and Welding.

Advanced Welding Certificates

Intermediate Manufacturing Welding Certificate: The Intermediate Manufacturing Welding Certificate curriculum is designed to develop within the student practical skills in drafting, tungsten inert gas welding, metal inert gas welding, stick electrode welding, oxyacetylene welding, oxyacetylene cutting and oxyacetylene brazing. Such entry-level Manufacturing Welding job titles include, but are not limited to: Manufacturing Welder Technician, Production Welder/Fitter and Fabricator.

Manufacturing Welding II – Advanced Certificate: The curriculum builds on the Manufacturing Welding I certificate and is designed to introduce practical skills in drafting, tungsten inert gas welding, metal inert gas welding, stick electrode welding, oxyacetylene welding, oxyacetylene cutting and oxyacetylene brazing.

Program Note: Certificate prerequisite – The student must complete the Manufacturing Production Certificate and the Manufacturing Welding I Certificate.

Advanced Machine Tool Certificates

Intermediate Manufacturing Machine Tool Certificate: The Intermediate Manufacturing Machine Tool Certificate curriculum is designed to develop within the student practical skills in drafting, metallurgy, fabrication, drilling, lathe operations, and milling for an entry-level position in the manufacturing machine tool industry. Such entry-level Industrial Maintenance job titles include, but are not limited to: Machine Operator, Tool and Die Maker, CNC Operator and Machinist.

Manufacturing Machine Tool II - Advanced Certificate: The Manufacturing Machine Tool II Advanced Certificate curriculum is designed to develop practical skills in drafting, metallurgy, fabrication, drilling, lathe operations, and milling for an entry-level position in the Manufacturing Machine Tool industry. Such entry-level Industrial Maintenance job titles include, but are not limited to: Machine Operator, Tool and Die Maker, CNC Operator and Machinist. The core competencies of manufacturing production taught in this program are based on the Manufacturing Skill Standards Council criteria. The MSSC is an industry-led, training, assessment and certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers.

Advanced Industrial Maintenance Certificates

Intermediate Manufacturing Industrial Maintenance Certificate: The Intermediate Manufacturing Industrial Maintenance Certificate curriculum is designed to develop within the student practical skills in drafting, welding, troubleshooting and repairing electrical circuits, precision measurement, welding and machine tool for an entry-level position in the Manufacturing Industrial Manufacturing industry. Such Industrial maintenance job titles include, but are not limited to: Industrial Maintenance Technician Trainee, Industrial Maintenance Service Technician Trainee, and Industrial Maintenance PLC Technician Trainee. Students are required to purchase a minimum set of components and/or tools in some courses.

Manufacturing Industrial Maintenance II - Advanced Certificate: The Manufacturing Industrial Maintenance II Advanced Certificate curriculum is designed to develop within the student practical skills in drafting, welding, troubleshooting and repairing electrical circuits, precision measurement, welding and machine tool. Such Industrial maintenance job titles include, but are not limited to: Industrial Maintenance Technician Trainee, Industrial Maintenance Service Technician Trainee, and Industrial Maintenance PLC Technician Trainee. Students are required to purchase a minimum set of components and/or tools in some courses. The core competencies of manufacturing production taught in this program are based on the Manufacturing Skill Standards Council criteria. The MSSC is an industry-led, training, assessment and certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers.

Advanced Manufacturing TWDL Certificates

Intermediate Manufacturing Transportation, Warehousing, Distribution, and Logistics (TWDL) Certificate: The Intermediate Manufacturing Transportation/Warehousing/ Distribution/Logistics (TWDL) Certificate curriculum is designed to provide the student with fundamental theories of manufacturing related to transportation, supply chain, the economy, modes of transportation, special carriers, global transportation, costing, pricing, carrier strategy and information management, exporting and importing skills, integrated supply chain management, process and capacity planning and control, inventory planning, forecasting, just-in-time philosophy, push vs. pull program, total quality management, enterprise resource planning and security related systems with practical skills in rigging, forklift operation, lubrication, and computer programs for an entry-level position in the Manufacturing TWDL industry. Such supply chain and transportation entry-level job titles include, but are not limited to:

Analyst Trainee, Management Trainee, and First Line Supervisor Trainee. The curriculum also includes practical skills in.

Manufacturing Transportation, Warehousing, Distribution, and Logistics (TWDL) II - Advanced Certificate: The Manufacturing Transportation/Warehousing/Distribution/Logistics (TWDL) II Advanced Certificate is designed to provide the student with fundamental theories of manufacturing related to transportation, supply chain, the economy, modes of transportation, special carriers, global transportation, costing, pricing, carrier strategy and information management, exporting and importing skills, integrated supply chain management, process and capacity planning and control, inventory planning, forecasting, just-in-time philosophy, push vs. pull program, total quality management, enterprise resource planning and security related systems. Such supply chain and transportation entry-level job titles include, but are not limited to: Analyst, Management Trainee, and First Line Supervisor. The curriculum also includes practical skills in rigging, forklift operation, lubrication, and computer programs. The core competencies of manufacturing logistics taught in this program are based on the Manufacturing Skill Standards Council criteria. The MSSC is an industry-led, training, assessment and certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers.

Curricular Information: The A.A.S. degree curriculum consists of 15 credit hours of general education coursework, and 48 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory manufacturing and safety, quality and measurement, manufacturing processes, introductory manufacturing maintenance, lean and quality overview, industrial safety and specialized content in one of the areas of welding, machine tool, industrial maintenance or TWDL. The CTE component includes a required internship in one of the focused manufacturing technology areas. Assessment of student learning is achieved through evaluation of the student's performance on a comprehensive project and during the work-based learning component by a worksite supervisor and faculty member.

Each Advanced Certificate program includes a subset of the A.A.S. degree content and will apply towards the completion of the degree curriculum. The Certificates will also prepare individuals for various Manufacturing Skill Standards Council (MSSC) certifications including Safety, Quality Practices & Measurement, Manufacturing Processes & Production, Maintenance Awareness, Certified Logistics Associate, and Certificate Logistics Technician. Certificates range in credit hours from 31 – 45 credits required for completion.

Accrediting Information: N/A.

Justification for Credit hours required: The college worked closely with local employers to develop stackable curricula that prepare for entry-level and/or advanced employment across the four focus areas, as well as to meet MSSC criteria for specific industry certifications. The credit hours of the degree and certificates represents content that will achieve both for program graduates.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth of employment in the Manufacturing industry is expected to increase by 2.7%, and for the TWDL industry 5% statewide through 2026. Locally, growth in employment of related occupations is anticipated to increase as well.

Table 1: Employer Partners

Employer	Location
Electron Beam Technologies, Inc.	Kankakee, IL
Nucor Steel	Bourbonnais, IL
Peddinghaus Corporation	Bradley, IL
Shoup Manufacturing	Kankakee, IL
VanFab Inc	Union Hill, IL
BASF US	Kankakee, IL
Sherwin Williams Company	Kankakee, IL

Dow Chemical Company	Kankakee, IL
Sun Chemical Corporation	Kankakee, IL
Simplex, USA	Kankakee, IL
CSL Behring	Bradley, IL
Pactiv Corporation	Manteno, IL
Ring Container	Kankakee, IL
Van Drunen Farms	Momence, IL
Momence Packaging Company	Momence, IL
Urban Farm LLC	Manteno, IL
Plochman Inc	Manteno, IL
FutureCeuticals	Momence, IL
J.R. Short Milling Co.	Kankakee, IL
Kmart Distribution Center	Manteno, IL
Yoshino America Corporation	University Park, IL

Table 2: Projected Enrollments

Manufacturing Technology AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	42	41	39
Part-Time Enrollments:	-	-	-
Completions:	2	2	3

Advanced Welding Certificates	First Year	Second Year	Third Year
Full-Time Enrollments:	6	5	5
Part-Time Enrollments:	-	-	-
Completions:	4	3	11

Advanced Machine Tool Certificates	First Year	Second Year	Third Year
Full-Time Enrollments:	2	2	9
Part-Time Enrollments:	-	-	-
Completions:	3	1	6

Adv Industrial Maintenance Certificates	First Year	Second Year	Third Year
Full-Time Enrollments:	8	8	6
Part-Time Enrollments:	-	-	-
Completions:	3	5	2

Adv Manufacturing TWDL Certificates	First Year	Second Year	Third Year
Full-Time Enrollments:	2	1	1
Part-Time Enrollments:	-	-	-
Completions:	-	1	1

Financial / Budgetary Information: The programs, to date, require one (1) existing full-time and 11 existing part-time faculty for operation. The Faculty Chart indicates the addition of the part-time faculty over the first three years of operation. Qualified faculty will hold a Bachelor's degree in Manufacturing or a closely related field; at least three years of related occupational experience, one year teaching experience, and professional credentialing (as appropriate). All facilities are adequately in place to support the program. The programs benefit from donations of equipment and materials from local employers. Because the programs have been in operation under temporary status, no new costs are anticipated for the next three years. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	-	-	-

Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$0	\$0	\$0

Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	<u>Full-time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	4	0	4	0	0
Existing Faculty	1	3	1	7	1	11

Rationale for requesting Permanent Approval: After operating the programs for approximately five (5) years, the college maintains there is a continued need for training programs in the four focused areas of manufacturing technology at a variety of training levels. The college has a well-established relationship with many local manufacturing employers within the district and surrounding areas who continue to promote educational opportunities with new and existing hires. The college was also recently granted permanent approval for 10 Basic-level Certificates, which are directly related to these Advanced Certificates and the A.A.S. degree. The college continues to evaluate coursework and content to keep the curricula updated and relevant to current industry needs. *The college therefore requests permanent approval of these programs.*

Kishwaukee College

Associate in General Studies degree (60 credit hours)

Kishwaukee College is seeking approval to offer a 60 credit hour Associate in General Studies (A.G.S.) degree. The A.G.S. degree is designed for students who want to complete an individualized associate degree that provides educational options beyond those available in other degree programs. To ensure that certain standards are met, the college will require students to establish a formal degree plan with an academic advisor and participate in the college assessment process for appropriate course placement in English and Math. The 60 credits in the degree are comprised of a minimum of 21 credits in general education and 39 credits in electives.

ICCB Administrative Rules for A.G.S. programs specify that proposals meet three degree intentions. The first is that the proposal must show that it is a liberal studies program. The college responds that the program requires 21 credit hours of coursework in communications, mathematics, social sciences, life sciences, and humanities/fine arts.

The second intent is to meet needs of non-traditional and veteran students that are not met by other programs. Through the A.G.S. degree, Kishwaukee College will provide a broad array of courses so that non-traditional and veteran students are allowed considerable freedom in designing and pursuing a course of study that meets their individualized learning goals. Students collaborate with an advisor to develop a master academic plan of study. Changes to this plan must be agreed upon by the student and the academic advisor.

The third intent is to provide a capstone program for graduates of career and technical certificate programs. The A.G.S. degree will provide an educational ladder opportunity for individuals who have completed or are currently pursuing existing certificate programs, and those who are currently working in settings where a degree is needed for salary/career advancement.

Further, because some certificates do not naturally lead to an associate degree, the college's proposal allows students to utilize the A.G.S. to reach this threshold, meeting a key need with employers that are looking to hire employees with a two-year degree credential. The A.G.S. degree will provide a capstone for six specific certificate programs at Kishwaukee College including CNC Production Technician, Precision Machining Technician, Therapeutic Massage, Esthetics, Basic Welding Technician, and Advanced Welding Technician.

The college anticipates enrollment of students of diverse ages and backgrounds, mostly students with non-traditional educational goals. The A.G.S. is designed for students earning a two-year degree for career advancement and personal growth. The program is designed to serve a multitude of student populations, including but not limited to students whose employers are requiring a degree for advancement, displaced workers fulfilling additional educational/career goals while seeking a degree for improved employment opportunities, or veterans seeking to return to the workforce by earning an associate degree that allows awarding of credit for military experience.

Lake Land College

Court Reporting Technology A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as court reporters or captioners in official or freelance settings.

Catalog Description: Court Reporting Technology features a comprehensive study of a high-tech, potentially well-paying profession in one of two specializations. The court reporting profession prepares students for careers in the judicial setting as either official or freelance court reporters. The captioning specialization prepares students for careers providing captioning for broadcast television and internet programs working with the deaf or hard-of-hearing population providing instantaneous text translation in education, civic, and corporate settings. Students will have the ability to apply skills and knowledge learned for entry-level employment. They will demonstrate proficient skills in the use of real-time technology and implement professional skills in preparing accurate, instantaneous text translations.

Curricular Information: The curriculum consists of 15 credit hours of required general education and 45 credit hours of career and technical education. The career and technical component includes coursework in introductory court reporting/CART, speedbuilding levels I-VIII, speedbuilding labs I-VIII, machine shorthand, medical and legal terminology, proofreading skill development, courtroom procedures, court reporting technology, CSR prep and a required work-based learning component. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and worksite supervisor, as well as with practice industry credentialing exams. The program will prepare graduates for taking the Registered Professional Reporter (RPR) certification exam, through the National Court Reporters Association (NCRA). This credential is required for entry-level employment in Illinois.

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

Accrediting Information: The curriculum was designed in accordance with National Court Reporting Association (NCRA) guidelines. In addition, the program meets the General Requirements and Minimum Standards (GRMS) established by the Council on Approved Student Education (CASE) of NCRA for real-time reporter education.

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 "court reporters" is expected to increase by an average of 3% statewide through 2026. Currently, there is only one other community college offering a similar degree program.

Table 1: Employer Partners

Employers	Location
Champaign County Courthouse	Urbana, IL
19 th Judicial Circuit Court	Grayslake, IL
5 th Judicial Circuit Court	Charleston, IL
2 nd Judicial Circuit Court	Benton, IL
Alaris Litigation Services	St. Louis, MO
Holly Wingstrom, Freelance Court Reporter	Monticello, IL

Table 2: Projected Enrollments

Court Reporting Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	4	6	8
Completions:	9	12	17

Financial / Budgetary Information: One (1) existing full-time and four (4) new part-time faculty will be necessary to implement the program. Qualified faculty must hold at least an Associate’s degree in Court Reporting Technology, a current RPR credential, and have one year related working experience. No new costs, except for faculty expenditures, are anticipated to implement the proposed program. The program will share resources with the existing Legal Office Administration program and be otherwise fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$12,600	\$15,750	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	\$12,600	\$15,750	\$0

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	4	0	0	0	0
Existing Faculty	1	0	1	4	1	4

Lincoln Land Community College

Diagnostic Medical Sonography Certificate (47 credit hours)

Program Purpose: This program will prepare individuals for entry-level positions as diagnostic medical sonographers, sonography technicians and ultrasound technicians in a variety of allied health environments.

Catalog Description: This program prepares students for an occupation in the professional field of diagnostic medical sonography (ultrasound). The first semester of this program begins in August and this certificate must be taken in its entirety to meet completion requirements. Students are involved in approximately 1,216 contact hours of clinical experience during the 18-month program. National certification as a sonographer requires graduates to pass various specialty exams administered by the American Registry for Diagnostic Medical Sonography.

Students must have a current physical, show proof of immunization, and pass a drug screen and fingerprint background check prior to the start of the program. Students must also show proof of certification for health care providers from the American Heart Association. This program is conducted on a limited-enrollment basis. Admission to this program involves additional procedures.

Curricular Information: The curriculum includes 32 credit hours of required career and technical education and 15 credit hours of clinical practicum. Career and technical coursework includes instruction in fundamentals of sonography, introductory and advanced abdominal sonography, introductory and advanced obstetrics and gynecology sonography, introductory and advanced ultrasound physics and instrumentation, introductory and advanced vascular sonography, an advanced sonography seminar, and introductory through advanced levels of clinical practicum. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience by program faculty and worksite supervisor. The program was designed according to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) guidelines for diagnostic medical sonography programs and will prepare graduates for Registered Diagnostic Medical Sonographer (RDMS) credentialing through the American Registry for Diagnostic Medical Sonography (ARMDS).

Justification for Credit hours required for the Certificate: The program includes both general education and career and technical content that meets accreditation and credentialing requirements as required by industry for entry-level employment.

Accrediting Information: The program was developed according to CAAHEP guidelines which will allow graduates to sit for ARDMS credentialing. The process for program accreditation may begin once all appropriate state-level approvals have been received.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “diagnostic medical sonographers” is expected to increase by 12% statewide through 2026.

Table 1: Employer Partners

Employer	Location
HSHS St. John’s Hospital	Springfield, IL
Springfield Clinic	Springfield, IL
St. Mary’s Hospital	Decatur, IL
Passavant Area Hospital	Jacksonville, IL
Abraham Lincoln Memorial Hospital	Lincoln, IL
Southern Illinois University School of Medicine	Springfield, IL
Taylorville Memorial Hospital	Taylorville, IL
St. Francis Hospital	Litchfield, IL
Memorial Medical Center	Springfield, IL
Memorial Physician Services	Springfield, IL

Table 2: Projected Enrollments

Diagnostic Medical Sonography Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	8	8	10
Part-Time Enrollments:	-	-	-
Completions:	-	6	8

Financial / Budgetary Information: Two (2) new full-time faculty will be required to operate the program. The program utilizes all existing facilities shared with current allied health programs. Qualified faculty will hold a minimum of an Associate’s degree in Diagnostic Medical Sonography (the Program Director must hold a Bachelor’s degree), current ARDMS registration with specialty certifications as appropriate, a minimum of two years full-time work experience in diagnostic medical sonography and one year teaching experience preferred.

While some equipment will be budgeted for over the first three years of operation, one local employer donated three sonographic scanners offsetting the implementation costs significantly. Costs of consumable resources (such as ultrasound gel) and accreditation fees have also been budgeted over the first three years of operation. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$52,471	\$53,520	\$54,590
Administrator Costs	\$75,099	\$76,600	\$78,133
Other Personnel costs	-	-	-
Equipment Costs	\$23,091	\$1,130	\$1,130
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (Supplies/Accreditation)	\$6,500	\$6,500	\$6,500
TOTAL NEW COSTS	\$157,161	\$137,750	\$140,354

Table 4: Faculty Requirements

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

Moraine Valley Community College

ESL and Bilingual Educator Certificate (30 credit hours)

Program Purpose: This program will prepare individuals for teaching in ESL/Bilingual early childhood education classrooms.

Catalog Description: This program prepares students to function in the role of lead teacher or teacher in an ESL or Bilingual childcare center or a K-12 setting. This program provides students with the basic foundation of childcare/adolescent terminology, information on growth and development of a child, observation experiences, and techniques and skills for working with the ESL or Bilingual child.

Curricular Information: The curriculum includes nine (9) credit hours of required general education, and 21 credit hours of career and technical education. Career and technical coursework includes instruction in introduction to early childhood education, growth and development/young child, introduction to the foundations of reading, language and linguistics, foundations of bilingual education, cross-cultural studies and a practicum in bilingual education. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and worksite supervisor. The program was developed according to the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) and will prepare individuals for the proposed Gateways to Opportunities ESL/Bilingual Educator endorsement. The college is a part of a pilot project to offer this curriculum towards their proposed credential. The courses in the proposed curriculum will also apply towards the college's existing Early Childhood Education A.A.S. degree and the existing Gateways to Opportunity's Illinois Director's Credential.

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

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of pre-school, kindergarten and special education teachers for that age group is expected to increase by an average of 5.4% statewide through 2026. A study conducted by the Illinois State Board of Education concluded that 12% of all vacant teacher positions were in ESL/Bilingual classrooms with the greatest demand in bilingual special education. Local employers have identified an urgent need for early childhood education teachers with ESL/Bilingual training. Advisory committee members worked closely with the college to develop a curriculum that would serve as an INCCRRA pilot program to prepare students for the local work force, State credentialing and for future ISBE ESL/Bilingual Educator endorsement.

Table 1: Employer Partners

Employer	Location
Kensington Schools	Burr Ridge, IL
Kinder Care, Inc.	Lombard, IL

Table 2: Projected Enrollments

ESL/Bilingual Educator Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	6	7
Part-Time Enrollments:	10	11	12
Completions:	6	7	8

Financial / Budgetary Information: One (1) existing full-time and one (1) existing part-time faculty will be required to operate the program. Qualified faculty must hold a Master’s degree in Education or closely related field, two years of work experience with bilingual students, and two years teaching experience. The program utilizes all existing facilities. No new equipment will be necessary to support the program. Resources will be shared with existing early childhood education programs. The program will be fiscally supported through student tuition and fees. No new costs are anticipated to support the program over the next three years.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (specify)	-	-	-
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	-	-	-	-	-	-
Existing Faculty	1	1	1	1	1	1

Moraine Valley Community College

Paralegal Studies A.A.S. degree (60 credit hours)

Paralegal Studies Certificate (42 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment as paralegals and legal assistants. The Paralegal Certificate program will prepare individuals whom already have an associate's degree for entry-level employment as a paralegal or legal assistant.

Catalog Description: Paralegal Studies AAS degree - This degree prepares the next generation of educated, ethical legal professionals who provide support to lawyers, judges, and others in the legal community. The program aims to develop 21st century paralegals focused on access to justice, current trends in the law, and continuous learning and professional development. The program does so by developing paralegals' skills in writing, research, and technology, which will result in exceptional support and assistance to those employing our graduates. The program also develops paralegals' substantive and procedural paralegal skills in areas such as bankruptcy law, civil law, criminal law, family law, real estate law, and probate law, which will result in a value-added contributor to the legal support team. Finally, the program develops paralegals' ethical and professional competencies, which will result in invaluable assistance to lawyers in the pursuit of access to justice for all citizens.

Paralegal Studies Certificate - This certificate prepares the next generation of educated, ethical legal professionals who provide support to lawyers, judges, and others in the legal community. The programs goals and objectives are identical to those of the Paralegal Studies A.A.S. degree except it is suited to completes of the Associate in Science, Associate in Arts, Associate in Engineering Science, Associate in Applied Science, or Associate in General Studies degrees. Degree holders need to meet with an academic advisor to determine eligibility for the program and if needed develop a bridge program to satisfy the Paralegal Studies A.A.S. general education requirements.

Curricular Information: Paralegal Studies A.A.S. degree – The curriculum consists of 21 credit hours of general education and 39 credit hours of required career and technical education. The career and technical component includes instruction in business law, introduction to paralegal studies, introductory and advanced research and writing for paralegals, civil litigation for the paralegal, law office administration for paralegals, law office technology for paralegals, a required work-based learning experience in paralegal, and technical electives in the areas of immigration law, real estate law, family law, criminal law, bankruptcy law, insurance law and evidence for paralegals. Assessment of student learning will be achieved through evaluation of a portfolio containing artifacts of the student's educational achievements.

Paralegal Studies Certificate – This curriculum includes a subset of the A.A.S. degree requiring 42 credit hours of career and technical coursework in business law, introduction to paralegal studies, introductory and advanced research and writing for paralegals, civil litigation for the paralegal, law office administration for paralegals, law office technology for paralegals, the work-based learning experience, and a choice of technical electives from the same related areas of study.

Justification for Credit hours required: Regarding the A.A.S. degree, the American Bar Association (ABA) requires that general education coursework meets a minimum of 18 credit hours selected from at least three categories. MVCC has opted to allow general education coursework to be selected from four categories so students can choose to meet the human diversity requirement with a specific course or to select a foreign language. This increases the amount of general education by 3 credit hours. Regarding the Certificate, the core requirements mirror those of the degree and meet the standards outlined by the ABA for program accreditation.

Accrediting Information: Each course and the curriculum were designed according to American Bar Association (ABA) Standards.

The college will begin the process of applying for voluntary program accreditation through the ABA once the program has been approved by all necessary State Boards and one class of students has graduated.

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 “paralegals” is expected to increase by an average of 15.6% statewide through 2026. Currently, there are only 13 community colleges statewide offering a paralegal degree program.

Table 1: Employer Partners

Employers	Location
CNH Inc.	Burr Ridge, IL
Argonne National Laboratory Legal	Lemont, IL
Kiswani Law, P.C.	Hickory Hills, IL
Codilis & Associates, P.C.	Burr Ridge, IL

Table 2: Projected Enrollments

Paralegal Studies AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	6	6	6
Part-Time Enrollments:	15	15	15
Completions:	-	5	5

Paralegal Studies Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	4	4	4
Part-Time Enrollments:	10	10	10
Completions:	5	5	8

Financial / Budgetary Information: The programs will require two (2) new part-time faculty the first year, with one additional full-time faculty added starting the second year. Qualified faculty will hold a Juris Doctorate in Law, and at least an Associate’s degree in Paralegal Studies, at least two years of related work experience, and two years teaching experience preferred. Facilities are in place to adequately support the programs. Costs associated with applying for program accreditation have been budgeted over the first three years of implementation. The programs will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$33,000	\$120,000	\$144,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	\$16,500	\$15,750	\$16,540
Facility Costs*	0	0	0
Other	0	0	0
TOTAL NEW COSTS	\$49,500	\$135,750	\$160,540

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	2	1	2	0	3
Existing Faculty	0	0	0	2	1	4

Item #7.2
January 24, 2020

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

TEMPORARY PROGRAM APPROVAL

Waubonsee Community College

➤ Cybersecurity Associate in Applied Science (A.A.S.) degree (60 credit hours)

BACKGROUND

Waubonsee Community College

Cybersecurity A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as cybersecurity specialists in a variety of settings.

Catalog Description: This program is designed to provide entry-level skills in managing information security systems, consists of preserving information confidentiality and protection, risk management, data and system integrity, availability, authenticity, utility and combines fundamental information technology and IT security core curriculum. The program is based on information security concepts, principles, methods, techniques, practices, and procedures that guide today's IT security professionals. Graduates will be qualified for entry-level careers in cybersecurity and information assurance in federal, state and local agencies, and the private sector as IT security specialists, firewall and VPN specialists and data assurance specialists. In addition, students will be prepared for COMPTIA, Net+, A+, CCENT and CCNA certifications.

Curricular Information: The curriculum includes 15 credit hours of required general education, and 45 credit hour of required career and technical education coursework. The career and technical component includes instruction in business information systems, information technology professional, networking essentials, management network environments, security awareness, penetration testing, cloud technology, ethical hacking, firewalls and VPNs, introductory programming, Java programming, Linux/UNIX Operating systems, CISCO I and II, and introductory scripting. Assessment of student learning will be achieved through evaluation of the student's performance on comprehensive projects and practice credentialing exams for assessment purposes. The program will prepare graduates for industry credentialing in CompTIA Net+ and A+, and CISCO Certified Entry Networking Technician (CCNET) and Certified Network Associate (CCNA).

Accrediting Information: The college plans to seek optional program accreditation through the Center of Academic Excellence 2-Year (CAE2Y), established by the National Security Agency (NSA) and Department of Homeland Security (DHS), with the support of the National Science Foundation (NSF) and CyberWatch for program who have successfully mapped outcomes to their training standards.

Justification for Credit hours required: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in related cybersecurity occupations is expected to increase statewide between 6.6 – 22.9%, and by 17% within the college's district, through the year 2026. The college was recently approved to offer a related basic Cybersecurity Certificate, which fully articulates towards the proposed degree. The proposed degree will provide an educational ladder opportunity for those individuals as well as those who have taken related information technology coursework, such as in networking.

Table 1: Employer Partners

Employer	Location
IBM-US Midwest	Batavia, IL
APS Data Technologies	Aurora, IL

Table 2: Projected Enrollments

Cybersecurity AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	5	10	10
Completions:	-	10	20

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Financial / Budgetary Information: The program will require two (2) existing full-time and four (4) existing part-time faculty the first year. Qualified faculty will hold at least a Bachelor’s degree, in an IT Cybersecurity-focus area, hold at least one year related work experience and one year teaching experience. No new costs are anticipated to implement the proposed program. All facilities are adequately in place to support the program which will share existing resources with the current Information Technology programs being offered. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	2	4	2	4	2	4

Rationale for Temporary Approval: Temporary approval of this program for a period of three years is requested to allow the college to monitor program and student progress, particularly for those students currently working full-time and while the college pursues program accreditation. CAEYA designation requires the program be in existence for three years and have one year of students completed.

Item #8.1
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UNAPPROVED

Minutes of the 437th
Meeting of the
Illinois Community College Board

Harold Washington College
City Colleges of Chicago
Room 1115
30 East Lake Street
Chicago, IL 60601

September 20, 2019

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 20, 2019 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Suzanne Morris, Paige Ponder, Doug Mraz and Isabella Hernandez, Student Board member. Board member Nick Kachiroubas was not present at the time of roll call. Board member Terry Bruce was on the phone. Board member Teresa Garate was absent. A quorum was declared.

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

Lopez stated that Board member **Terry Bruce** is unable to attend today's meeting due to a work conflict. According to Section 7 of the Open Meetings Act, **Terry Bruce** may participate in today's meeting via conference call and the Board needs a motion to allow her attendance.

Paige Ponder made a motion, which was seconded by Doug Mraz, to allow Board member **Terry Bruce** to participate in today's Board meeting via conference call.

The motion was approved by a unanimous voice vote. Student Advisory vote: yes.

Terry Bruce stated, for the record, he is located in Mount Carmel and is unable to attend the Board meeting due to a Mount Carmel Public Utility Meeting.

Chair Lopez went on to thank Harold Washington College for hosting this month's ICCB Board meeting. He went on to thank the Board for their hard work during the Board retreat held in August where the Board goals were established. Chair Lopez stated the Board committees will be restructured as other Board members are appointed. Any preferences should be vocalized to Dr. Durham.

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Board member Nick Kachiroubas arrived at the meeting at 9:09 a.m.

* * * * *

Item #3 – Approval of FY20 Illinois Community College Board Goals

Chair Lopez thanked the Board for a very productive retreat that was held in August where the members reviewed and revised the current goals as well as established a preamble. The discussion focused on progress made on goals, current issues for the community college system, ongoing state and federal projects and initiatives and developing an overall goal statement.

Suzanne Morris Made a motion, which was seconded by Nick Kachiroubas, to approve the below motion:

The Illinois Community College Board hereby affirms the mission of the state’s 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

1. Goal 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.
2. Goal 2: Contribute to economic development by supporting the Illinois community college system’s effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.
3. Goal 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #4 – Welcoming Remarks from Juan Salgado, Chancellor of City Colleges of Chicago

The Chancellor of the City Colleges of Chicago, Juan Salgado, took the opportunity to welcome the Board and thank them for conducting their 2019 September Board meeting at Harold Washington College. He also went on to thank ICCB for the work and support provided throughout the years to CCC and the community college system. During this time, Chancellor Salgado highlighted the many strengths of the City Colleges of Chicago, which included: CCC has hit historically high graduation rates; CCC is on the precipice of a transformational relationship with the Chicago public schools which

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has so much to offer the students; CCC is offering more opportunities to students through apprenticeships and work based learning; CCC is working to address adult education and making it a top priority; CCC has not raised tuition in the last four years even through the budget crisis; CCC has recently settled all of the ten (10) current labor contracts to ensure the dedicated employees have security; and CCC has invested in new facilities, even with no capitol bill, to make sure the colleges were prepared to meet the needs of the economy. Chancellor Salgado stated the City Colleges of Chicago is a district that has been a forward leading, forward looking, and forward acting and will continue to do so in partnership with the ICCB.

Item #5 – Board Member Comments

The Board thanked Harold Washington College for hosting the ICCB September Board meeting.

Item #5.1 – Illinois Board of Higher Education Report

Teresa Garate was not present to give a report. Paige Ponder attended the IBHE meeting. Ms. Ponder stated she gave a presentation to their Board on the One Million Degrees organization. The Board, who had quite a few recently appointed Board members, discussed topics such as the budget, funding formula, and their new ten year plan.

Item #6 – Executive Director Report

Dr. Brian Durham started by thanking Chancellor Salgado, Dr. Peggy Korellis, President of the College, and the Harold Washington College community for hosting the Board. Harold Washington College is a very lively campus and ICCB appreciated the opportunity to be there.

Dr. Durham also thanked the Board members for conducting a thoughtful Board retreat on August 23rd. There was a lot of time spent working on revisions to the Board goals and making sure these goals reflected the well-rounded mission of the community college system while also being sure to express the Board's commitment to the goal of equity and access as well as the priorities of the Pritzker Administration.

He went on to highlight a few events going on with ICCB: Workforce Equity Initiative - on September 17th, the ICCB released 18.7 million dollars in Workforce Equity Initiative funding to fifteen community colleges. This initiative focuses on improving workforce equity in at-risk communities. The purpose of this grant is to create, support, or expand short-term workforce (credit and/or noncredit) training opportunities in high-need, at-risk communities focused on specific sectors with identified workforce gaps. The primary deliverable of this grant is employment after completion of the credential aligned with regional workforce gaps that provides a full-time job paying at least 30% above the regional living wage or is on a pathway to a family sustaining wage; Diversity Commission - recently, Dr. Marcus Brown, ICCB Senior Director for Academic Affairs & Student Success, took it upon himself to reconvene the Illinois Community College Diversity Commission (ICCDC). This organization is a statewide collaborative committed to advocating for Illinois community college diversity practitioners in their efforts to advance their campus' diversity initiatives and to address issues that impact diverse populations. Recently, the Commission held its first meeting at Richland Community with 40 attendees from across the community college system. The Commission started with discussions about how equity and inclusion should be central to the college planning process. The fall meeting will focus on affirming the by-laws for the commission, discussion about assessment tools and costs for equity work and a roundtable discussion of system wide issues around diversity and inclusion; President's Council / Trustees Association - last week the Presidents Council and the Community College Trustees held their September meeting. During those meetings some significant topics were discussed including the emergence of the cannabis industry, the multitude of pieces of legislation affecting community colleges (including cannabis legalization), and for the Presidents, the approval of revisions to the CAREER agreement, which will be on the agenda in December; Senate Joint Resolution 41 Advisory Council - the first meeting was held on September 9th at Harold

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Washington College. This was the first of six (6) meetings of the Advisory Committee formed from Senate Joint resolution 41. SJR 41 aims to address persistent challenges students face in remediation at community colleges and universities. The committee included representatives from faculty, staff, universities, chief academic officers, chief student service officers, and Presidents. Four themes emerged during the meeting: an intentional focus on equity, ensuring better representation of student voice, a need for more detailed data analysis, and a focus on successful models. Attendees included the Governor's Office, community colleges and universities, community based organizations, as well as legislators and community members.

The committee's work has ramifications for students and higher education systems in the state; and the Dual Credit Faculty Endorsement - as required by the Dual Credit Quality Act, we are now ready to launch the dual credit faculty endorsement. This process has been in development for nearly a year. ICCB has worked with ISBE and IBHE to develop consistency around the pathway and requirements for what a person needs to do in order to gain the endorsement. Per the law, a person who meets the minimum qualifications for faculty standards for the Higher Learning Commission may apply to have the endorsement placed on their Professional Educator License (PEL). Guides have been developed for the initial endorsements to be offered. The endorsements include: Biology, English Composition, English Literature, History, Math – General, Math – Statistics, Math – Calculus, Psychology, and Speech. The initial endorsement areas are reflective coursework in the top ten areas of dual credit enrollment and offers at least one courses from each general education area of the Illinois Articulation initiative. The process was vetted through the Chief Academic Officers, Chief Student Services Officers and the President's Council in addition to ISBE and IBHE.

Item #7 – Committee Reports

Item #7.1 – Fiscal, Personnel, Ethics and Conflict of Interest

Matt Berry reported the committee met on Friday, September 20th at 8:00 am with the following in attendance: Doug Mraz, Matt Berry and Jennifer Franklin. The committee discussed: Timeliness of State Payments, Certification of Special Tax Levy, Revised Employee Guidebook, Spring 2019 Legislative Update, and Administrative Rules: Reverse Transfer of Credit, Cooperative Agreements and Contracts. Chair Lopez asked for an update of the Illinois Veterans Grant

Item #7.2 – Academic Affairs and Institutional Support

Paige Ponder reported the Academic Affairs and Workforce Development Committee met on Friday, September 20th at 8:00 am with the following in attendance: Suzanne Morris, Paige Ponder, Isabella Hernandez, Jennifer Foster, Jeff Newell, Marcus Brown, and Nathan Wilson. The committee discussed the following issues: Adult Education Funding Taskforce, Department of Labor Grant, New Units, WIOA Unified Plan, and the Illinois Postsecondary Profile Roll Out. The following were also discussed: Perkins V Update - the Perkins V 4-Year State Plan (July 1, 2020- June 30, 2024) will be administered by the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE) and is being developed through a collaborative approach involving a variety of stakeholders. The purpose of the State Plan is to guide the strategic partnership and alignment between ICCB and ISBE in order to strengthen career and technical education (CTE) in Illinois. The plan describes the processes and policies that will be carried out by ISBE, ICCB, and the local education agencies and community colleges, who are responsible for local administration of Perkins dollars. Activities within the State Plan aim to achieve the State's Vision and Goals for creating an educated and skilled workforce, in partnership with many state and local partners. The final plan will be voted on by the Board in March of 2020; OER Perkins - the Office of Community College Research and Leadership (OCCRL) is conducting an environmental scan this year to understand OER usage and creation in Career & Technical Education at community colleges. Upon completion of the scan, next steps will be evaluated to meet existing need and how to

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foster the development of an OER repository and community; OER Conference - ILCCO and NILRC are planning a joint OER one-day drive-in conference for community colleges with a goal of improving implementation of OER. The conference, Exploring OER: Access, Adoption, and Application, is being planned for April 17 at Lincoln Land Community College. Breakout sessions are expected to be developed for faculty, administrators, and those that support faculty (such as libraries and distance education); and the OER IAI Panel - an Illinois Articulation Initiative (IAI) Communications workgroup has been organized to identify quality OER materials for IAI Communications courses. The work is expected to be completed by the end of this school year and will serve as a demonstration project for future funding and project development. Panel members at this time include communication faculty from 8 community colleges, 1 public university, and 1 private university. Staff from ICCB and IBHE will also participate. The first meeting is scheduled for Friday, October 4.

Item #7.2a - Adult Education Funding Formula Task Force

The Illinois Community College Board (ICCB) staff is seeking approval to establish an Adult Education and Literacy Funding Task Force to recommend a new funding methodology that is aligned with the federal Workforce Innovation and Opportunity Act (WIOA) specifically the Title II: Adult Education and Literacy Act and promotes continuous improvement of funded programs and activities in the state.

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

The Illinois Community College Board hereby approves the establishment of an Adult Education and Literacy Funding Taskforce to develop recommendations to the board on a new funding methodology for adult education that is aligned with the provisions as outlined under the federal Workforce Innovation and Opportunity Act, specifically Title II of the Adult Education and Literacy Act.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #8 – Advisory Organizations

Item #8.1 – Illinois Community College Faculty Association (ICCFA)

Jacob Winter stated the Association is still coordinating their joint November conference. They have increased the number of scholarships given out during the conference from six (6) to seven (7) and have already chosen the names of the winners. They are also in the works of developing additional resources in order to help reach out to all the community colleges.

As of now, the Association does not have any contact with 17 community colleges. Chair Lopez suggested to contact them through social media.

Item 8.2 – Illinois Council of Community College Presidents (ICCCP)

Dr. Curt Oldfield stated the Council conducted their retreat last week in Springfield. The council and leadership of recently retired Chief Executive Officer of Illinois Eastern Community Colleges, Terry Bruce, was missed. Among the topics discussed were: the budget - which was top priority, Aim High legislation - which focuses on getting students to attend college in the State of Illinois, legislation focused on MAP funding, and collaborating with the

ICCTA on educating legislators on how important local decision making authority is to community colleges.

Item #8.3 – Illinois Community College Trustees Association (ICCTA)

Mr. Jim Reed reported the Association recently met last week in Springfield. Among the topics discussed were: trustee training – better more progressive way of conducting the training, the budget, and how the legalization of cannabis affects Illinois Community Colleges. The next meeting will be held on November 8-9 in Lisle with a focus on diversity, discussing the legislative agenda, the higher education coalition, and celebrating their 50th anniversary at the June 2020 convention in Chicago.

Item #8.4 – Student Advisory Council (SAC)

Student Board member Isabella Hernandez reported the Council will conduct their first meeting on Monday September 23rd and will select the student leadership.

* * * * *

Break at 10:19 a.m.

Returned at 10:28 a.m.

* * * * *

Item #9 – Illinois Postsecondary Profiles

A slide show presentation was given by ICCB staff member Nathan Wilson, Deputy Director for Academic & Institutional Effectiveness. The Illinois Postsecondary Profiles is a data and accountability website initiative scheduled for release in fall 2019 resulting from an intergovernmental agreement between ICCB, IBHE, and Northern Illinois University (NIU). The central vision guiding development of the Illinois Postsecondary Profiles (IPP) is the creation of a powerful but accessible website through which interested stakeholders can access data pertinent to the Illinois Career and Technical Education, Associate Degree, Baccalaureate, and Graduate postsecondary experience for both the 2-year and 4-year sectors in meaningful and useful ways.

The user interface of the IPP employs an innovative approach that is designed around user interests, and will allow exploration of the data along one of three distinct paths that should significantly enhance and simplify the experience. The user currently has a choice of searching for information by institution and will eventually have the capacity to search by research or career interest area, or for information about the experiences of particular kinds of student. Key to the IPP is the utilization of ICCB's Centralized Data System, allowing for information to be more current, more detailed, and more flexible than other postsecondary data tools available.

Item #10 – New Units of Instruction

Item #10.1 – Permanent Program Approval: Joliet Junior College, Kishwaukee College, McHenry County College, Waubensee Community College

Nick Kachiroubas made a motion, which was seconded by Doug Mraz, 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

Joliet Junior College

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

Kishwaukee College

- Medical Assistant Certificate (31.5 credit hours)
- Technology and Manufacturing A.A.S. degree (60 credit hours)

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McHenry County College

- Entrepreneurial Agriculture A.A.S. degree (60 credit hours)

Waubonsee Community College

- Paralegal A.A.S. degree (60 credit hours)
- Paralegal Post-Associate degree Certificate (30 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #11 – Illinois Community College Board Recognition of Illinois Community Colleges

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

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

City Colleges of Chicago
Harper College
Illinois Valley Community College
Lincoln Land Community College
Morton College
Shawnee Community College

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #12 – Adoption of Minutes

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

Item #12.1 – Minutes of the June 7, 2019 Board Meeting

The Illinois Community College Board hereby approves the minutes of the June 7, 2019 Board meeting as recorded.

Item #12.2 – Minutes of the June 7, 2019 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the June 7, 2019 meeting as recorded.

Item #12.3 – Minutes of the August 23, 2019 Retreat

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The Illinois Community College Board hereby approves the minutes of the August 23, 2019 Retreat as recorded.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #13 – Consent Agenda

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

Item #13.1 – Certification on Eligibility for Special Tax Levy

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2019 and/or received an equalization grant in fiscal year 2020; and
2. Had combined educational and operations and maintenance purposes tax rates less than 29.05 cents per \$100 of equalized assessed valuation.

Item #13.2 – Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #13.2a - Proposed Joint Rules with the Illinois Board of Higher Education Reverse Transfer of Credit

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 rules in accordance with the Illinois Administrative Procedures Act.

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

PART 1502

JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD: RULES ON REVERSE TRANSFER OF CREDIT

Section	
1502.10	Purpose
1502.20	Definitions
1502.30	Student Eligibility
1502.40	Student Request
1502.50	Institutional Responsibilities
1502.60	Community College Determination to Award Degree
1502.70	Voluntary Participation by Others

AUTHORITY: Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

SOURCE: Adopted at 43 Ill. Reg.____, effective _____.

Section 1502.10 Purpose

The purpose of this joint rule is to *foster the reverse transfer of credit for any student who has accumulated at least 15 hours of academic credit at a community college and a sufficient number of hours of academic credit at a State university in the prescribed courses necessary to meet a community college's requirements to be awarded an associate degree.* (Section 23 of Act).

Section 1502.20 Definitions

“Act” means the Student Transfer Achievement Reform Act [110 ILCS 150].

“Admissions Office” means an office within a community college or State university responsible for recruiting and communicating with new and transfer students.

“*Community College*” means a public community college in this State. (Section 5 of Act).

“Eligible Student” means a student who meets the criteria in Section 1502.30.

“Registrar’s Office” means an office within a community college or State university responsible for registering students, keeping academic records, and corresponding with applicants and evaluating their credentials.

“*Reverse Transfer of Credit*” means the transfer of earned academic credit from a State university to a community college for the purpose of obtaining an associate degree at the community college. (Section 23 of Act).

“Reverse Transfer Data Sharing Platform” means a national electronic data sharing and exchange platform that meets nationally accepted standards, conventions, and practices, such as the National Student Clearinghouse or similar platform.

“Reverse Transfer Agreement” means an institutional agreement between one or more community colleges and a State university to share student transcripts when a student requests a reverse transfer of credit.

“Opt-in” means the student’s decision to seek a reverse transfer of credit.

“*State University*” means a public university in this State. (Section 5 of Act).

Section 1502.30 Student Eligibility

The reverse transfer of credit option is available to a student who is currently enrolled in a State university and has:

- a) Transferred to the State university from or previously attended a community college;
- b) Earned at least 15 credit hours of transferrable course work completed at a community college;

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- c) Earned a cumulative total of at least 60 credit hours for transferrable course work successfully completed at the student's current or previously attended postsecondary institutions; and
- d) Submitted a request to the State university at which the student is currently enrolled.

Section 1502.40 Student Request

A student who meets the eligibility criteria in Section 1502.30 may request a reverse transfer of credit from the State university to the community college previously attended.

- a) The opportunity to opt-in may be made at enrollment or at any time thereafter while enrolled at the State university. The student shall provide the information required in of Section 1502.30 (a), (b) and (c) and authorize the release of his or her transcript information, pursuant to State university procedures.
- b) In the event that the student has earned credit hours at more than one community college or State university, the student shall:
 - 1) Identify the community colleges and State universities at which any credit hours have been earned; and
 - 2) Authorize release of his or her transcript information from the community colleges and State universities to the community college identified for the purpose of earning an associate degree through a reverse transfer of credit.

Section 1502.50 Institutional Responsibilities

- a) Each State university and community college shall make available an opt-in process for the reverse transfer of credit, pursuant to this Part.
- b) Each State university shall notify students who meet the eligibility criteria in Section 1502.30 each academic year. The notification shall include information about the State university's process to reverse transfer of credit.
- c) State universities and community colleges shall comply with the following process:
 - 1) Information about reverse transfer of credit shall, at a minimum, be clearly identified on the institution's Internet website and printed in course catalogs. This information shall also be made available through the admissions office and the registrar's office.
 - 2) After verifying student eligibility, the student information may be transferred through a reverse transfer data sharing platform or a reverse transfer agreement, or by contacting the institution directly.

Institutions are encouraged to use a Reverse Transfer Data Sharing Platform as a cost-effective method to exchange course level data. Any student information obtained from the platform must be accepted as official documentation of the student record.
 - 3) Transcript fees assessed to prepare and send student transcripts to community colleges may be waived to help promote the reverse transfer of credit. Community colleges may waive fees assessed to conduct degree audits and to process graduation applications as part of the reverse transfer of credits.

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- 4) After receiving the student information, the community college shall review the information, and if the community college determines the student has earned the credits required to receive an associate degree, may award the associate degree
- 5) *No later than 30 business days after receiving an application for reverse transfer of credit and all required transcripts, a community college shall notify an applicant if he or she qualifies for an associate degree based on the total earned credits.* (Section 23 of Act). The community college shall send the same notification to the State university.
- 6) In the event that the community college awards an associate degree pursuant to this Part, the community college shall send a student transcript to the State university. The transcript will include the award of an associate degree.

Section 1502.60 Community College Determination to Award Degree

In awarding an associate degree, the community college shall evaluate the applicant's course work completed, along with the transfer credit earned, and shall determine whether the associate degree requirements have been met. (Section 23 of Act). Nothing in this Part affects the ability of the community college to determine the course work required to earn an associate degree awarded by that institution.

Section 1502.70 Voluntary Participation by Others

This Part does not preclude private colleges and universities from voluntarily participating in the reverse transfer of credit.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER II: BOARD OF HIGHER EDUCATION
PART 1065

JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY
COLLEGE BOARD: RULES ON REVERSE TRANSFER OF CREDIT

AUTHORITY: Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

SOURCE: Adopted at 43 Ill. Reg. ____, effective _____.
(Editor's Note: The text of this Joint Rule appears at 23 Ill. Adm. Code 1502.)

Item #13.3 – Revised Employee Guidebook

The Illinois Community College Board hereby approves the adoption of the ICCB Employee Guidebook dated September 2019.

Item #13.4 – Northwestern University/Oakton Community College Memorandum of Understanding

The Illinois Community College Board hereby approves the MOU agreement with Northwestern University and Oakton Community College and authorizes the Illinois Community College Board staff to enter into agreements.

Item #13.5 – Revision of the Calendar Year 2020 Board Meeting Dates and Locations

The Illinois Community College Board hereby approves the revised Calendar Year 2020 Board Meeting Dates and Locations listed below:

Calendar Year 2020 Board Meeting Dates and Locations

January 17 January 24

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

March 20

9:00 a.m. – Waubensee Community College, Sugar Grove

June 5*

9:00 a.m. – TBD

July

Subject to Call

August

Board Retreat – TBD

September 18

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

December 4

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

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

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #14 – Information Items

There was no discussion.

Item #14.1 - Fiscal Year 2019 Financial Statements

Item #14.2 - Fiscal Year 2020 Financial Statements

Item #14.3 - Spring 2019 Legislative Update

Item #14.4 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #14.4a - Cooperative Agreement Rules

Item #14.5 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #14.6 - Perkins V State Plan Update

Item #15 – Other Business

There was no other business at this time.

Item #16 – Public Comment

There was no public comment at this time.

Item #17 - Executive Session

The Board did not go in to Executive Session.

Item #18 - Approval of Confidentiality of Executive Session Minutes

Nick Kachiroubas made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; and March 15, 2019 are to remain confidential. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #19 - Executive Session Recommendations

There were no recommendations.

Item #20 – Adjournment

Paige Ponder made a motion, which was seconded by Nick Kachiroubas, to adjourn the Board meeting at 11:11 a.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Illinois Community College Board

FISCAL YEAR 2021 CAPITAL BUDGET REQUEST

The Illinois Community College Board fiscal year 2021 capital budget request departs from past requests in that it does not include new college specific projects. In lieu of new projects, the fiscal year 2021 capital budget request includes support for allocating funds to projects that were appropriated in the fiscal year 2020 Rebuild Illinois program. The request also includes new funds for Capital Renewal.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2021 capital budget request as presented in the attached Table 1 and Table 2
2. Authorizes the submission of the request to the Governor's Office of Management and Budget, the Illinois Board of Higher Education, and the Illinois General Assembly; and
3. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the projects if necessary to facilitate the release of funds from the Capital Development Board.

BACKGROUND

Two components of the fiscal year 2021 capital request:

1. **Support for allocating funds to the projects appropriated in the fiscal year 2020 Rebuild Illinois Capital Plan (Public Act 101-0029)**: After going nearly a decade without new capital funding, last year the legislature passed and the Governor signed the Rebuild Illinois capital program. This six-year program, the largest program ever for higher education, includes \$479 million for new capital projects and statewide deferred maintenance at community colleges. The appropriated projects included 37 projects from ICCB's fiscal year 2020 capital list, capital renewal funds, and legislative initiatives. The legislature also provided 224.9 million in re-appropriation for projects funded in prior years but never released. While these projects have been appropriated, the State must still issue bonds to finance the projects and authorize the release of funding before the projects can commence. Table 1 summarizes the Rebuild Illinois projects and the re-appropriation projects.
2. **Capital Renewal**: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities. Historically, capital renewal grants were allocated to each community college based on the amount of owned gross square feet of each district. The request is provided in Table 2.

Forthcoming Prioritization Overhaul: ICCB Fiscal staff created a working group in order to provide a more transparent process flow for project prioritization and data collection of capital submissions. The capital project application is being reformatted and streamlined to create a more data driven process using verifiable data sets. All district CFO's were invited to provide input. ICCB staff will prepare a prioritization process for board approval based on the feedback from the community college system at a future board meeting.

Agenda Item 9.1
January 24, 2020

Table 1
Illinois Community College Board
Fiscal Year 2021 New Capital Budget Recommendation

College	Project	State Funding	Local Match	Project Total
Black Hawk College	Energy Efficient Upgrades	\$ 1,000.0	\$ 333.3	\$ 1,333.3
Carl Sandburg College	Customer service renovations and other improvements	\$ 200.0	\$ 66.7	\$ 266.7
Carl Sandburg College	Repair and pavement of parking lots and roads	\$ 422.7	\$ 140.9	\$ 563.6
City Colleges of Chicago	Misc. capital improvements	\$ 27,613.4	\$ 9,204.5	\$ 36,817.9
City Colleges of Chicago Kennedy King College	Culinary Arts Facility	\$ 12,020.0	\$ 4,006.7	\$ 16,026.7
City Colleges of Chicago Olive Harvey College	Funding for New Building	\$ 533.7	\$ 177.9	\$ 711.6
City Colleges of Chicago Olive Harvey College	Additional funding for new building	\$ 1,943.2	\$ 647.7	\$ 2,590.9
City Colleges of Chicago Truman College	Capital improvements	\$ 5,000.0	\$ 1,666.7	\$ 6,666.7
City Colleges of Chicago- Wilbur Wright College	Feasibility study for expansion of the Humboldt Park Vocational Ctr	\$ 1,000.0	\$ 333.3	\$ 1,333.3
City Colleges of Chicago Wright College	Humboldt Park Ed Center Improvements	\$ 5,255.0	\$ 1,751.7	\$ 7,006.7
College of DuPage	Instructional Center Noise Abatement	\$ 1,560.0	\$ 520.0	\$ 2,080.0
College of DuPage	Temporary Facilities Replacement	\$ 20,000.0	\$ 6,666.7	\$ 26,666.7
College of DuPage	Grounds and retention pond improvements	\$ 3,252.3	\$ 1,084.1	\$ 4,336.4
College of DuPage	Science, Technology, Engineering, Mathematics Center *	\$ 125.0	\$ 41.7	\$ 166.7
College of Lake County	Student Services Building	\$ 35,274.0	\$ 11,758.0	\$ 47,031.9
College of Lake County	Construction of a classroom building and other capital improvements	\$ 26,713.1	\$ 8,904.4	\$ 35,617.5
College of Lake County	Classroom Building at Grayslake Campus	\$ 6,143.1	\$ 2,047.7	\$ 8,190.7
College of Lake County	Building Renovations	\$ 800.0	\$ 266.7	\$ 1,066.7
Danville Area Community College	Renovation and remodeling of the clock tower center and ornamental horticulture facility	\$ 2,265.8	\$ 755.3	\$ 3,021.1
Elgin Community College	Optician laboratory technology space	\$ 300.0	\$ 100.0	\$ 400.0
Elgin Community College	Capital improvements for mechatronics	\$ 200.0	\$ 66.7	\$ 266.7
Harper College	Engineering and Technology Center Renovations	\$ 619.7	\$ 206.6	\$ 826.3
Harper College	Hospitality Facility Replacement	\$ 4,370.0	\$ 1,456.7	\$ 5,826.7
Harper College	Upgrading parking lots and other improvements	\$ 1,410.0	\$ 470.0	\$ 1,880.0
Heartland Community College	Challenger Learning Center construction costs	\$ 86.1	\$ 28.7	\$ 114.8
IL Eastern Community Colleges Lincoln Trail College	Center for Technology	\$ 8,370.0	\$ 2,790.0	\$ 11,160.0
IL Eastern Community Colleges Lincoln Trail College	Refrigeration and Sheet Metal Technology Building	\$ 1,660.0	\$ 553.3	\$ 2,213.3
IL Eastern Community Colleges Olney Central College	Collision Repair Technology Center	\$ 120.0	\$ 40.0	\$ 160.0
IL Eastern Community Colleges Olney Central College	Renovation of Applied Technology Center	\$ 2,307.3	\$ 769.1	\$ 3,076.4
IL Eastern Community Colleges Wabash Valley College	Student Center	\$ 4,460.0	\$ 1,486.7	\$ 5,946.7
IL Eastern Community Colleges Frontier College	Student education and support center renovation	\$ 2,642.9	\$ 881.0	\$ 3,523.9
Illinois Central College	Classroom renovations and other improvements	\$ 80.0	\$ 26.7	\$ 106.7
Illinois Central College	Sustainability Education Center	\$ 2,920.0	\$ 973.3	\$ 3,893.3
Illinois Central College	Renovations, panel replacement, and entryway relocation at Edwards Building	\$ 5,163.8	\$ 1,721.3	\$ 6,885.1
Illinois Valley Community College	Agriculture facility building	\$ 150.0	\$ 50.0	\$ 200.0
Illinois Valley Community College	Community Technology Center	\$ 210.0	\$ 70.0	\$ 280.0
John A. Logan	West Lobby expansion	\$ 3,775.0	\$ 1,258.3	\$ 5,033.3
Joliet Junior College	Renovation of Utilities	\$ 320.0	\$ 106.7	\$ 426.7
Joliet Junior College	City Center Campus	\$ 19,828.4	\$ 6,609.5	\$ 26,437.9
Joliet Junior College	Infrastructure improvements	\$ 50.0	\$ 16.7	\$ 66.7

Agenda Item 9.1
January 24, 2020

Table 1
Illinois Community College Board
Fiscal Year 2021 New Capital Budget Recommendation

College	Project	State Funding	Local Match	Project Total
Kankakee Community College	Laboratory Classroom Facility	\$ 47.0	\$ 15.7	\$ 62.7
Kankakee Community College*	Infrastructure improvements	\$ 1,494.1	\$ 498.0	\$ 1,992.1
Kaskaskia	Vandalia Campus Infrastructure Improvements	\$ 6,200.0	\$ 2,066.7	\$ 8,266.7
Lake Land College	Rural Development Technology Center	\$ 8,400.0	\$ 2,800.0	\$ 11,200.0
Lake Land College	Workforce Relocation Center	\$ 10,930.0	\$ 3,643.3	\$ 14,573.3
Lake Land College	Student Services Building Addition	\$ 8,950.0	\$ 2,983.3	\$ 11,933.3
Lewis & Clark Community College	Daycare and Montessori	\$ 1,650.0	\$ 550.0	\$ 2,200.0
Lewis & Clark Community College	Engineering Annex	\$ 1,700.0	\$ 566.7	\$ 2,266.7
Lewis & Clark Community College	Greenhouse renovations	\$ 875.0	\$ 291.7	\$ 1,166.7
Lewis & Clark Community College	Main Complex renovations	\$ 37,500.0	\$ 12,500.0	\$ 50,000.0
Lewis & Clark Community College	Erickson Hall renovations	\$ 200.0	\$ 66.7	\$ 266.7
Lincoln Land Community College	Sangamon Hall Renovations	\$ 3,315.0	\$ 1,105.0	\$ 4,420.0
Lincoln Land Community College	Exterior repairs and other improvements	\$ 335.0	\$ 111.7	\$ 446.7
Lincoln Land Community College	Renovation of student services facilities & other capital improvements	\$ 3,793.0	\$ 1,264.3	\$ 5,057.3
McHenry County College	Greenhouse	\$ 750.0	\$ 250.0	\$ 1,000.0
McHenry County College	Pump house	\$ 120.0	\$ 40.0	\$ 160.0
McHenry County College	Construction of CTE center	\$ 15,761.5	\$ 5,253.8	\$ 21,015.3
Morton College	Emergency Generator	\$ 195.0	\$ 65.0	\$ 260.0
Morton College	Repair of parking lots, roadways and walkway	\$ 4,881.8	\$ 1,627.3	\$ 6,509.1
Morton College*	Construction of a new facility	\$ 660.0	\$ 220.0	\$ 880.0
Moraine Valley Community College	Renovation of buildings A, B, and L and health careers center	\$ 43,063.4	\$ 14,354.5	\$ 57,417.9
Oakton Community College*	Skokie Campus Improvements	\$ 100.0	\$ 33.3	\$ 133.3
Oakton Community College	Addition and remodeling of Des Plaines Campus	\$ 31,866.5	\$ 10,622.2	\$ 42,488.7
Oakton Community College*	Classroom Renovations	\$ 125.0	\$ 41.7	\$ 166.7
Parkland College	Student Services Center Addition	\$ 215.0	\$ 71.7	\$ 286.7
Parkland College	Safety Improvements to Chemistry Lab	\$ 100.0	\$ 33.3	\$ 133.3
Prairie State College	Capital Improvements*	\$ 2,839.4	\$ 946.5	\$ 3,785.8
Prairie State College	Roof repairs and high voltage system repairs	\$ 5,600.0	\$ 1,866.7	\$ 7,466.7
Prairie State College	Roof Replacement	\$ 2,100.0	\$ 700.0	\$ 2,800.0
Rend Lake Community College	Allied Health Building	\$ 5,270.7	\$ 1,756.9	\$ 7,027.6
Richland Community College	Student Success Center Renovation and Addition	\$ 330.9	\$ 110.3	\$ 441.2
Richland Community College	Student Success Center Renovation and Addition additional funds	\$ 391.6	\$ 130.5	\$ 522.1
Rock Valley College	Infrastructure Improvements	\$ 100.0	\$ 33.3	\$ 133.3
Rock Valley College	Arts Instructional Center	\$ 8,600.0	\$ 2,866.7	\$ 11,466.7
Rock Valley College	Classrooms Building II	\$ 17,000.0	\$ 5,666.7	\$ 22,666.7
Rock Valley College	Renovation and Expansions	\$ 1,766.1	\$ 588.7	\$ 2,354.8
Rock Valley College	Science Lab Improvements and campus improvements	\$ 100.0	\$ 33.3	\$ 133.3
Rock Valley College	Reconstruction and Improvements to the Stenstrom Center	\$ 200.0	\$ 66.7	\$ 266.7
Shawnee Community College	Metropolis facility improvements	\$ 70.0	\$ 23.3	\$ 93.3
Shawnee Community College	Construction and renovation of a building center	\$ 1,952.9	\$ 651.0	\$ 2,603.9

Agenda Item 9.1
January 24, 2020

Table 1
Illinois Community College Board
Fiscal Year 2021 New Capital Budget Recommendation

College	Project	State Funding	Local Match	Project Total
South Suburban College	Construction of Allied Health Addition in addition to funds previously appropriated	\$ 35,776.3	\$ 11,925.4	\$ 47,701.7
South Suburban College	Allied Health Building	\$ 15,747.0	\$ 5,249.0	\$ 20,996.0
South Suburban College	Gym and Maintenance Facility renovations	\$ 1,040.0	\$ 346.7	\$ 1,386.7
South Suburban College	Infrastructure improvements	\$ 100.0	\$ 33.3	\$ 133.3
South Suburban College	Roofing and exterior repairs	\$ 145.0	\$ 48.3	\$ 193.3
Southeastern Illinois College	Addition to Carmi/White County vocational building	\$ 1,681.0	\$ 560.3	\$ 2,241.3
Southeastern Illinois College	Construction of a Vocational Building	\$ 1,650.0	\$ 550.0	\$ 2,200.0
Southwestern Illinois Community College	Site improvements at Central Quad	\$ 880.0	\$ 293.3	\$ 1,173.3
Spoon River College	Renovation of Macomb CTE/nursing building	\$ 6,077.7	\$ 2,025.9	\$ 8,103.6
Triton College	Technology Building	\$ 330.0	\$ 110.0	\$ 440.0
Triton College	Infrastructure improvements	\$ 400.0	\$ 133.3	\$ 533.3
Triton College	ADA Compliance	\$ 20.5	\$ 6.8	\$ 27.4
Triton College	Infrastructure improvements	\$ 105.0	\$ 35.0	\$ 140.0
Triton College	Window replacements	\$ 1,691.6	\$ 563.9	\$ 2,255.5
Waubonsee Community College	Replace Building A	\$ 2,900.0	\$ 966.7	\$ 3,866.7
Waubonsee Community College	Construction & Renovation of CTE building	\$ 12,669.7	\$ 4,223.2	\$ 16,892.9
TOTAL \$=Thousands		\$ 520,927.1	\$ 173,642.4	\$ 694,569.4

Table 2
Illinois Community College Board
Fiscal Year 2021 New Capital Budget Recommendation

Rank	District	Project Title	State Funding Request	Local Funding Match	Project Total
	Statewide	Capital Renewal Grants	\$ 150,200.0	\$ 50,066.7	\$ 200,266.7
\$= thousands		Total: FY2019 Capital Project Request	\$ 150,200.0	\$ 50,066.7	\$ 200,266.7

Illinois Community College Board

APPROVAL OF TRUSTEE TRAINING PROVIDERS

The Public Community College Act (110 ILCS 805/3-8.5) requires trustees elected or appointed to local community college boards after January 1, 2017, to complete four hours of training every two years. The training can be provided by the Illinois Community College Trustees Association (ICCTA) or any provider approved by the Illinois Community College Board (ICCB).

Having met the guidelines established by the ICCB, the Board is requested to approve the following vendor as a trustee training provider:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following trustee training provider:

Akerman LLP

BACKGROUND

Description: Akerman LLP represents institutions of higher education across the entire spectrum of postsecondary education, including public and private colleges and universities offering doctoral and graduate degrees, two and four-year associates and baccalaureate degrees, certificates, and diploma programs. Akerman provides a comprehensive range of litigation, transactional, and counseling services to colleges, universities, athletic conferences, and associations. The firm assists clients in understanding and addressing regulatory challenges within higher education. In addition, members of the Akerman team contributed to re-writing the Higher Education Acts and established the Higher Education Allied Health Leaders (HEAL) Coalition to promote the interests of allied health professionals attending proprietary institutions of higher education.

Instructors and Qualifications: The following team of attorneys and policy consultants will provide trustee training.

LaKeisha C. March, Partner (Chair – Higher Education and Collegiate Athletics Practice). LaKeisha Marsh regularly advises clients on matters including student discipline, student accommodations, Title IX compliance including complaints and investigations, FERPA, Clery Act, and collegiate athletic issues. She also serves as deputy chair of Akerman's Government Affairs and Public Policy Practice Group. LaKeisha received her law degree in 2005 from the Loyola University Chicago School of Law.

As a former member of the NCAA staff, in the Academic and Membership Affairs department, LaKeisha has firsthand knowledge of the NCAA bylaws and rules for Division I, II, and III athletics. She has handled NCAA certification, compliance reviews, infractions and appeals, student-athlete eligibility and waivers, and Title IX and gender equality matters. In addition to her expansive private practice, LaKeisha previously served as an executive at an entrepreneurial, not-for-profit educational system, where she managed the legal department responsible for corporate governance, compliance, transactions, mergers and acquisitions, and litigation management.

Jamel A.R. Greer, Associate. Jamel Greer focuses his practice on representing clients in the higher education and collegiate athletics sector. His experience includes representing schools and universities in procuring state licenses, as well as conducting training for board members on FOIA, Open Meetings Act, and general board governance. In addition, Jamel routinely counsels teachers and coaches in matters involving discrimination, harassment, hazing, and student privacy, including the Family Educational Rights and Privacy Act. He also handles various investigations involving alleged mistreatment of student-athletes, Title IX discrimination claims, and NCAA investigations involving potential violations by student athletes. Jamel received his law degree in 2014 from the Loyola University Chicago School of Law.

E. Michael Montgomery III, Associate. E. Michael Montgomery III focuses his practice on representing colleges, universities, and related institutions on federal and state regulatory compliance, accreditation, state licensure, distance education programs, institutional governance, and collegiate sports and NCAA compliance-related matters. He also has experience with real estate and municipal licensing. Mike previously worked for the Office of the Mayor for the City of Chicago where he served in the office of legislative counsel and government affairs, managing and advising on mayoral and aldermanic ordinances within the human services and infrastructure City Council Committees. Mike received his law degree in 2016 from the Loyola University Chicago School of Law.

Agenda Item #9.2
January 24, 2020

Course Schedule: Akerman proposes to fulfill board trustee training requirements by providing an understanding of the statutorily mandated topics, along with real work examples and applications. Sample training topics include:

- Managing an Effective Audit
- Compliance with Illinois Community College and Labor Law
- Basics of Contract Law
- Understanding Ethical Obligations of Board of Trustee Members
- Overview of Fiduciary Responsibilities of a Trustee
- Effective Financial Oversight and Accountability
- Overview of Illinois' Freedom of Information Act
- Overview of Illinois' Open Meetings Act
- Reporting and Documenting Sexual Violence on Campus

Subject Matter and Method of Training: The association is seeking approval to provide live in-person, prerecorded audio/video, and online webinar training in the following topics identified in Table 1.

Table 1: Provider Seeks Approval to Offer Training in the Following Topics

Audits	Financial Oversight and Accountability
Community College and Labor Law	Freedom of Information Act
Contract Law	Open Meetings Act
Ethics	Sexual Violence on Campus
Fiduciary Responsibilities of a Trustee	

Table 2: Methods of Providing Training

In Person
Audio/Video - Prerecorded
Online Webinar

Fee Schedule: Akerman LLP's services are calculated from an hourly fee arrangement. Akerman will work with each community college, on a case by case basis, to establish an acceptable fee arrangement for all parties prior to engaging in training.

Illinois Community College Board

**REVISIONS TO THE COMPREHENSIVE AGREEMENT REGARDING EXPANSION OF
EDUCATIONAL RESOURCES (CAREER) AGREEMENT**

Throughout 2019, the Illinois Community College Presidents, in consultation with the ICCB, negotiated changes to the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) agreement. The CAREER agreement allows students to attend a neighboring college for in-district tuition in the event that their home college does not have the program they seek. It also eliminates the use of chargebacks between the colleges. The changes to the agreement included:

- 1) The term “citizens” was changed to “residents” throughout the document.
- 2) A section was added, which is now **Section 6, Program Eligibility**, which commits the ICCB to maintaining a Program Directory on the ICCB website to be used for comparison purposes.
- 3) In **Section 6**, the document further defines program differences as excluding delivery methods and minor program differences.
- 4) In **Section 8, Residents Eligibility**, language has been added that says “Students may choose to complete some or all of any required Illinois Articulation Initiative general education coursework at their Home College (Sending College) or the Receiving College, as appropriate.”
- 5) Under **Section 13, Publicity**, permission and notification requirements were clarified and a commitment was made by involved parties to develop a common logo and catalog language around the agreement.
- 6) **Section 21, Dispute Resolution**, was added that puts the onus of dispute resolution in the hands of the community college presidents, with advice from ICCB as appropriate.

Upon approval by the ICCB, the agreement will be shared in its final form with the College Presidents who will determine the process for signing off on the new agreement. The revised agreement will require sign off by the College President and the Chair of the Board of Trustees.

The existing agreement will remain in effect until all signatures are gathered (or otherwise it is determined that a particular district will not sign on).

A revised copy and an revised copy with annotations is provided.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the revisions to the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) agreement

Community College Educational Agreement

Comprehensive Agreement Regarding the Expansion of Educational Resources

THIS AGREEMENT is entered into by and among the **BOARD OF TRUSTEES** from each participating community college for the expressed purpose of providing additional educational programs to the residents of each district involved in this Agreement.

**Black Hawk College
Carl Sandburg College
City Colleges of Chicago
College of DuPage
College of Lake County
Danville Area Community College
Elgin Community College
Heartland Community College
Highland Community College
Illinois Central College
Illinois Eastern Community Colleges
Illinois Valley Community College
John A. Logan College
John Wood Community College
Joliet Junior College
Kankakee Community College
Kaskaskia College
Kishwaukee College
Lake Land College
Lewis and Clark Community College
Lincoln Land Community College
McHenry County College
Moraine Valley Community College
Morton College
Oakton Community College
Parkland College
Prairie State College
Rend Lake College
Richland Community College
Rock Valley College
Sauk Valley Community College
Shawnee Community College
South Suburban College
Southeastern Illinois College
Southwestern Illinois College
Spoon River College
Triton College
Waubonsee Community College
William Rainey Harper College**

WITNESSETH:

WHEREAS, it is the desire of the parties hereto to expand educational services to the greatest number of students in each district served by the parties; and

WHEREAS, the parties hereto believe this Agreement should be one of the means to establish a viable method of cooperation between the parties hereto; and

WHEREAS, by means of this agreement, the parties hereto desire to share programs of each institution and thereby maximize the utilization of the finances, facilities, equipment, and personnel of each institution, and by so doing, provide educational services which might otherwise be impracticable for any of the parties individually; and

WHEREAS, the parties hereto believe that the implementation of this Agreement holds great promise for further development of higher education in Illinois; and

WHEREAS, this Agreement supersedes and takes the place of any and all prior cooperative agreements, and that all said prior agreements are hereby terminated.

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the parties hereto agree as follows:

1. Institutional Identification

For the purpose of this Agreement, the college district sending the students to another college will be referred to as the "Sending College" and the college receiving students from another college district will be referred to as the "Receiving College".

2. Terms of Agreement

The educational programs offered by the colleges as part of this Agreement shall be programs approved by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education. The Agreement is explicitly for programs of study leading to an Associate in Applied Science degree or certificate in Career and Technical Education.

3. Duration of Agreement

This Agreement shall be in force upon adoption by the Board of Trustees of each of the participating colleges and will continue until terminated under the provision of item seven (7).

4. Amendments to Agreement

Amendments and/or revisions to this Agreement may be made at a time by mutual consent of all parties in writing. Such amendments and/or revisions shall be prepared in the form of an addendum agreement. The procedure for approval of such addenda and/or revisions shall follow the same procedure employed in securing approval by all parties in the original Agreement. All amendments to the agreement require the approval of the ICCB.

In the event of amendments and/or revisions to this Agreement, students who have entered an educational program shall be allowed to complete the program under the terms of this Agreement.

5. Coordination of Agreement

This Agreement shall commence in April 2017 and shall be continuous with automatic renewal. The ICCB in consultation with member institutions will coordinate changes and distribution of those changes to the other colleges on an annual basis when necessary.

6. **Program Eligibility**

The ICCB shall maintain a Program Directory on the ICCB website to assist the colleges in determining which programs qualify under the agreement. At a minimum, this list shall provide a comparison of program titles and CIP codes.

Delivery methods and minor program differences (e.g. length of semester, online versus face-to-face, competency-based, differences in program credit hours, minor course requirement differences, etc.) do not constitute a difference in program. Generally, differences should be based upon CIP codes and Occupational Outlook for completers.

7. **Termination of Agreement**

The participation of any college(s) in this Agreement may be terminated at the end of any spring semester to be in effect the following fall term at the request of the College President. Notice shall be given in writing on or before March 1 of the preceding academic year to each of the other College Presidents and the ICCB. In the event of such termination, students who have entered an educational program shall be allowed to complete the program under the terms of this Agreement.

8. **Residents Eligibility**

Approval for students participating within this Agreement resides with the Sending College. Upon approval from the Sending College, a resident may take advantage of the educational opportunity provided through this Agreement to apply for acceptance at a program not available in his/her home district. Furthermore, a resident may not enroll under the provisions of this Agreement in a program of a participating institution outside of his/her own if that resident's educational objective can be met in the college of his/her home district.

Students may choose to complete some or all of any required Illinois Articulation Initiative general education coursework at their Home College (Sending College) or the Receiving College, as appropriate.

9. **Registration**

Upon written approval from the Sending College, students shall register at the Receiving College and shall be members of that district for the terms of their enrollments. Under the terms of this agreement, students may take approved courses at either institution. Upon successful completion, courses taken at the Sending College shall be acceptable to transfer to the Receiving College for completion of the program, or vice versa.

10. **Additional Educational Services**

The Receiving College shall provide access to its Learning Resources Center and other instructional resources for students from the Sending College, equal to those provided for any other student at their campus. The Receiving College shall also provide counseling/guidance and other services that will facilitate the learning process.

11. **Records and Recognition of Completion**

The Receiving College shall maintain admissions records and transcripts and issue any and all degrees or certificates to students completing the educational program. The Receiving College will provide copies of such records to the Sending College at the student's request.

12. **Scholarships and Student Activities**

The Receiving College shall be considered the home district for athletic eligibility and/or any activity where the student officially represents an institution as well as for military and Illinois State Student Assistance Commission Scholarships. Athletic eligibility will be determined by the

rules of the college's athletic conference. Students from any Sending College may be eligible at any Receiving College for any other extracurricular activities, scholarships, or other recognition of excellence in the program for which they are attending at the Receiving College.

13. Publicity

The educational programs offered through this Agreement shall be noted in college catalogs and publicized by the participating districts in a manner consistent with ICCB requirements and institutional publicity policies.

In the spirit of raising awareness and providing access to students, colleges may market and recruit for programs articulated in the ICCB Program Directory outside their own district so long as advance notification has been provided to the sending district's college president. Such notification should reference the ICCB Program Directory listing and lack of availability within the sending district. Colleges are free to enter into less strenuous notification procedures should they wish. If such agreements are made, notification should be immediately provided to ICCB for documentation.

For the purposes of this agreement, marketing and recruiting activities include participation in career fairs, college fairs, high school visits, company visits, traditional advertising, and digital advertising. In these instances, the primary marketing message in both the materials made available and any advertisements should be the availability of Career Agreement programs listed in the ICCB Program Directory. General college materials may also be made available upon request of the student.

General college marketing outside of a college's home district is not permitted without the permission of the sending district. Permission requirements do not apply to shared media markets or shared high school districts. *Permission requirements do not apply* when a college is invited to attend a specific event (e.g. FFA meetings, career fairs, college fairs, etc.)."

The ICCB, in consultation with the ICCCP, shall develop common language and a common logo for the purposes of advertising educational programs offered through this agreement. Colleges shall adopt this common language and common logo for the purposes of advertising educational programs offered through this agreement in their catalogs and on their respective websites.

14. Communication of Agreement

The Sending College shall communicate the terms of this Agreement to its students attending a Receiving College. Said students will be responsible for all normal operating rules and conditions of the campus he/she is on at any given time.

15. Reimbursement

The Receiving College shall be eligible to file all claims for State apportionment for any student from the Sending College enrolled in the Receiving College's programs covered by this Agreement.

16. Transportation

Students shall be responsible for their own transportation to and from Sending and Receiving Colleges.

17. Tuition and Fees

Students from the Sending College will pay the resident tuition and fees of the Receiving College. All students seeking state or federal financial assistance are required to make application at the Receiving College.

18. FTE Reporting

For purposes of capital (construction space), FTE enrollment in the classes taken are reported by the Receiving College.

19. Student Enrollments

The cooperating institutions in this Agreement shall be treated as one district in relation to admission policies for the programs included herein; however, residents of the respective college districts may have priority consideration where limited program space is available.

20. Chargeback

Colleges sending students to receiving colleges identified in this Agreement will not pay chargebacks. Procedurally, students who wish to enroll at a Receiving College herein identified will secure from their home college a letter designating them as participants in an approved program. A copy of such letter will be sent to the Receiving College, which will thus know not to charge the out-of-district rate.

21. Dispute Resolution

All disputes that arise through this agreement shall follow the arbitration process outlined below:

- a. Involved parties shall attempt to settle the dispute through mutual agreement.
- b. In the event that mutual agreement cannot be reached, parties may request a decision by a committee of their peers. If requested, a committee of three college presidents shall be appointed by the President of the ICCCP within 14 business days of the request. In the event that the President of the ICCCP is party to the disagreement, the Secretary shall appoint the committee.
- c. Said parties may request an advisory opinion from the ICCB. Upon request, the ICCB shall provide this opinion to the affected parties within 14 business days of the request. This request may be made concurrently with or independently of the committee process.
- d. The decision of the committee shall be considered final and all parties agree to be bound by the committee's decision.

22. Special Note

Nothing contained in this Agreement shall operate to create a relationship of Principal and Agent between the Parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

Community College Educational Agreement

Comprehensive Agreement Regarding the Expansion of Educational Resources

PARTICIPATING INSTITUTIONS

- | | |
|--|---|
| <input type="checkbox"/> Black Hawk College | <input type="checkbox"/> Lincoln Land Community College |
| <input type="checkbox"/> Carl Sandburg College | <input type="checkbox"/> McHenry County College |
| <input type="checkbox"/> City Colleges of Chicago | <input type="checkbox"/> Moraine Valley Community College |
| <input type="checkbox"/> College of DuPage | <input type="checkbox"/> Morton College |
| <input type="checkbox"/> College of Lake County | <input type="checkbox"/> Oakton Community College |
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| <input type="checkbox"/> Elgin Community College | <input type="checkbox"/> Prairie State College |
| <input type="checkbox"/> Heartland Community College | <input type="checkbox"/> Rend Lake College |
| <input type="checkbox"/> Highland Community College | <input type="checkbox"/> Richland Community College |
| <input type="checkbox"/> Illinois Central College | <input type="checkbox"/> Rock Valley College |
| <input type="checkbox"/> Illinois Eastern Community Colleges | <input type="checkbox"/> Sauk Valley Community College |
| <input type="checkbox"/> Illinois Valley Community College | <input type="checkbox"/> Shawnee Community College |
| <input type="checkbox"/> John A. Logan College | <input type="checkbox"/> South Suburban College |
| <input type="checkbox"/> John Wood Community College | <input type="checkbox"/> Southeastern Illinois College |
| <input type="checkbox"/> Joliet Junior College | <input type="checkbox"/> Southwestern Illinois College |
| <input type="checkbox"/> Kankakee Community College | <input type="checkbox"/> Spoon River College |
| <input type="checkbox"/> Kaskaskia College | <input type="checkbox"/> Triton College |
| <input type="checkbox"/> Kishwaukee College | <input type="checkbox"/> Waubonsee Community College |
| <input type="checkbox"/> Lake Land College | <input type="checkbox"/> William Rainey Harper College |
| <input type="checkbox"/> Lewis and Clark Community College | |

Local District Signature Page

College

District Number

College Designee for Agreement

Contact Information

Chair of the Board of Trustees

Date

President

Date

Community College Educational Agreement

Comprehensive Agreement Regarding the Expansion of Educational Resources

“Citizens to
“Residents”

THIS AGREEMENT is entered into by and among the **BOARD OF TRUSTEES** from each participating community college for the expressed purpose of providing additional educational programs to the residents of each district involved in this Agreement.

**Black Hawk College
Carl Sandburg College
City Colleges of Chicago
College of DuPage
College of Lake County
Danville Area Community College
Elgin Community College
Heartland Community College
Highland Community College
Illinois Central College
Illinois Eastern Community Colleges
Illinois Valley Community College
John A. Logan College
John Wood Community College
Joliet Junior College
Kankakee Community College
Kaskaskia College
Kishwaukee College
Lake Land College
Lewis and Clark Community College
Lincoln Land Community College
McHenry County College
Moraine Valley Community College
Morton College
Oakton Community College
Parkland College
Prairie State College
Rend Lake College
Richland Community College
Rock Valley College
Sauk Valley Community College
Shawnee Community College
South Suburban College
Southeastern Illinois College
Southwestern Illinois College
Spoon River College
Triton College
Waubonsee Community College
William Rainey Harper College**

WITNESSETH:

WHEREAS, it is the desire of the parties hereto to expand educational services to the greatest number of students in each district served by the parties; and

WHEREAS, the parties hereto believe this Agreement should be one of the means to establish a viable method of cooperation between the parties hereto; and

WHEREAS, by means of this agreement, the parties hereto desire to share programs of each institution and thereby maximize the utilization of the finances, facilities, equipment, and personnel of each institution, and by so doing, provide educational services which might otherwise be impracticable for any of the parties individually; and

WHEREAS, the parties hereto believe that the implementation of this Agreement holds great promise for further development of higher education in Illinois; and

WHEREAS, this Agreement supersedes and takes the place of any and all prior cooperative agreements, and that all said prior agreements are hereby terminated.

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the parties hereto agree as follows:

1. Institutional Identification

For the purpose of this Agreement, the college district sending the students to another college will be referred to as the "Sending College" and the college receiving students from another college district will be referred to as the "Receiving College".

2. Terms of Agreement

The educational programs offered by the colleges as part of this Agreement shall be programs approved by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education. The Agreement is explicitly for programs of study leading to an Associate in Applied Science degree or certificate in Career and Technical Education.

3. Duration of Agreement

This Agreement shall be in force upon adoption by the Board of Trustees of each of the participating colleges and will continue until terminated under the provision of item seven (7).

4. Amendments to Agreement

Amendments and/or revisions to this Agreement may be made at a time by mutual consent of all parties in writing. Such amendments and/or revisions shall be prepared in the form of an addendum agreement. The procedure for approval of such addenda and/or revisions shall follow the same procedure employed in securing approval by all parties in the original Agreement. All amendments to the agreement require the approval of the ICCB.

In the event of amendments and/or revisions to this Agreement, students who have entered an educational program shall be allowed to complete the program under the terms of this Agreement.

5. Coordination of Agreement

This Agreement shall commence in April 2017 and shall be continuous with automatic renewal. The ICCB in consultation with member institutions will coordinate changes and distribution of those changes to the other colleges on an annual basis when necessary.

6. **Program Eligibility**

Program
Directory

The ICCB shall maintain a Program Directory on the ICCB website to assist the colleges in determining which programs qualify under the agreement. At a minimum, this list shall provide a comparison of program titles and CIP codes.

Program
Differences

Delivery methods and minor program differences (e.g. length of semester, online versus face-to-face, competency-based, differences in program credit hours, minor course requirement differences, etc.) do not constitute a difference in program. Generally, differences should be based upon CIP codes and Occupational Outlook for completers.

7. **Termination of Agreement**

The participation of any college(s) in this Agreement may be terminated at the end of any spring semester to be in effect the following fall term at the request of the College President. Notice shall be given in writing on or before March 1 of the preceding academic year to each of the other College Presidents and the ICCB. In the event of such termination, students who have entered an educational program shall be allowed to complete the program under the terms of this Agreement.

“Citizens
to
“Residents

8. **Residents Eligibility**

Approval for students participating within this Agreement resides with the Sending College. Upon approval from the Sending College, a resident may take advantage of the educational opportunity provided through this Agreement to apply for acceptance at a program not available in his/her home district. Furthermore, a resident may not enroll under the provisions of this Agreement in a program of a participating institution outside of his/her own if that resident’s educational objective can be met in the college of his/her home district.

Home College
General
Education

Students may choose to complete some or all of any required Illinois Articulation Initiative general education coursework at their Home College (Sending College) or the Receiving College, as appropriate.

9. **Registration**

Upon written approval from the Sending College, students shall register at the Receiving College and shall be members of that district for the terms of their enrollments. Under the terms of this agreement, students may take approved courses at either institution. Upon successful completion, courses taken at the Sending College shall be acceptable to transfer to the Receiving College for completion of the program, or vice versa.

10. **Additional Educational Services**

The Receiving College shall provide access to its Learning Resources Center and other instructional resources for students from the Sending College, equal to those provided for any other student at their campus. The Receiving College shall also provide counseling/guidance and other services that will facilitate the learning process.

11. **Records and Recognition of Completion**

The Receiving College shall maintain admissions records and transcripts and issue any and all degrees or certificates to students completing the educational program. The Receiving College will provide copies of such records to the Sending College at the student’s request.

12. **Scholarships and Student Activities**

The Receiving College shall be considered the home district for athletic eligibility and/or any activity where the student officially represents an institution as well as for military and Illinois State Student Assistance Commission Scholarships. Athletic eligibility will be determined by the

rules of the college's athletic conference. Students from any Sending College may be eligible at any Receiving College for any other extracurricular activities, scholarships, or other recognition of excellence in the program for which they are attending at the Receiving College.

13. Publicity

The educational programs offered through this Agreement shall be noted in college catalogs and publicized by the participating districts in a manner consistent with ICCB requirements and institutional publicity policies.

In the spirit of raising awareness and providing access to students, colleges may market and recruit for programs articulated in the ICCB Program Directory outside their own district so long as advance notification has been provided to the sending district's college president. Such notification should reference the ICCB Program Directory listing and lack of availability within the sending district. Colleges are free to enter into less strenuous notification procedures should they wish. If such agreements are made, notification should be immediately provided to ICCB for documentation.

For the purposes of this agreement, marketing and recruiting activities include participation in career fairs, college fairs, high school visits, company visits, traditional advertising, and digital advertising. In these instances, the primary marketing message in both the materials made available and any advertisements should be the availability of Career Agreement programs listed in the ICCB Program Directory. General college materials may also be made available upon request of the student.

General college marketing outside of a college's home district is not permitted without the permission of the sending district. Permission requirements do not apply to shared media markets or shared high school districts. *Permission requirements do not apply* when a college is invited to attend a specific event (e.g. FFA meetings, career fairs, college fairs, etc.)."

The ICCB, in consultation with the ICCCP, shall develop common language and a common logo for the purposes of advertising educational programs offered through this agreement. Colleges shall adopt this common language and common logo for the purposes of advertising educational programs offered through this agreement in their catalogs and on their respective websites.

14. Communication of Agreement

The Sending College shall communicate the terms of this Agreement to its students attending a Receiving College. Said students will be responsible for all normal operating rules and conditions of the campus he/she is on at any given time.

15. Reimbursement

The Receiving College shall be eligible to file all claims for State apportionment for any student from the Sending College enrolled in the Receiving College's programs covered by this Agreement.

16. Transportation

Students shall be responsible for their own transportation to and from Sending and Receiving Colleges.

17. Tuition and Fees

Advance notification required
Marketing limited to CAREER agreement programs
General college marketing prohibited
Some exemptions
Common logo
Common sense and courtesy should rule

Students from the Sending College will pay the resident tuition and fees of the Receiving College. All students seeking state or federal financial assistance are required to make application at the Receiving College.

18. FTE Reporting

For purposes of capital (construction space), FTE enrollment in the classes taken are reported by the Receiving College.

19. Student Enrollments

The cooperating institutions in this Agreement shall be treated as one district in relation to admission policies for the programs included herein; however, residents of the respective college districts may have priority consideration where limited program space is available.

20. Chargeback

Colleges sending students to receiving colleges identified in this Agreement will not pay chargebacks. Procedurally, students who wish to enroll at a Receiving College herein identified will secure from their home college a letter designating them as participants in an approved program. A copy of such letter will be sent to the Receiving College, which will thus know not to charge the out-of-district rate.

21. Dispute Resolution

All disputes that arise through this agreement shall follow the arbitration process outlined below:

- a. Involved parties shall attempt to settle the dispute through mutual agreement.
- b. In the event that mutual agreement cannot be reached, parties may request a decision by a committee of their peers. If requested, a committee of three college presidents shall be appointed by the President of the ICCCP within 14 business days of the request. In the event that the President of the ICCCP is party to the disagreement, the Secretary shall appoint the committee.
- c. Said parties may request an advisory opinion from the ICCB. Upon request, the ICCB shall provide this opinion to the affected parties within 14 business days of the request. This request may be made concurrently with or independently of the committee process.
- d. The decision of the committee shall be considered final and all parties agree to be bound by the committee's decision.

Dispute
Resolution

22. Special Note

Nothing contained in this Agreement shall operate to create a relationship of Principal and Agent between the Parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

Community College Educational Agreement

Comprehensive Agreement Regarding the Expansion of Educational Resources

PARTICIPATING INSTITUTIONS

- | | |
|--|---|
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| <input type="checkbox"/> Lake Land College | <input type="checkbox"/> William Rainey Harper College |
| <input type="checkbox"/> Lewis and Clark Community College | |

Local District Signature Page

College

District Number

College Designee for Agreement

Contact Information

Chair of the Board of Trustees

Date

President

Date

Illinois Community College Board

**COOPERATIVE EDUCATION AGREEMENT BETWEEN
SOUTH SUBURBAN COLLEGE
AND
INGALLS MEMORIAL HOSPITAL**

The Illinois Community College Board is requested to approve the Cooperative Education Agreement between South Suburban College and Ingalls Memorial Hospital.

The participating parties desire to enter into this Cooperative Education Agreement for the expressed purpose of utilizing South Suburban College's on campus facilities for all aspects of the Paramedic Training Program. Students participating in this training program shall register at the college, paying all respective tuition and fees, and will receive college credit for successful program completion. The program shall be taught by qualified staff from Ingalls Memorial Hospital.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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.

COOPERATIVE EDUCATION AGREEMENT BETWEEN
SOUTH SUBURBAN COLLEGE DISTRICT 510
AND
INGALLS MEMORIAL HOSPITAL



THIS AGREEMENT is entered into by and between the Board of Trustees of Community College District 510, hereinafter referred to as the "COLLEGE" and Ingalls Memorial Hospital hereinafter referred to as "HOSPITAL".

WHEREAS, the HOSPITAL and the COLLEGE have discussed that this program can be further improved and enhanced by offering said training at the COLLEGE's facility and providing opportunity for college credit; and

WHEREAS, the HOSPITAL has staff and equipment that are qualified, willing and able to provide said instruction at the COLLEGE's facility; and

WHEREAS, the HOSPITAL desires to provide the training under the terms and conditions set forth herein,

NOW THEREFORE, IN CONSIDERATION OF THE FOLLOWING COVENANTS, TERMS AND CONDITIONS, IT IS AGREED:

1. COLLEGE shall make the following rooms available for the exclusive use of the HOSPITAL, said space to be used for all matters related to the provision of the Paramedic Training Program:
 - a. Classroom 5300
 - b. Storage Area 5176
 - c. Office 5390 AND OFFICE 5620

HOSPITAL shall use this space, and only this space, for all courses, equipment storage, and work related to the Paramedic Training Program. All equipment to be used by HOSPITAL in this space shall be the sole property of HOSPITAL and COLLEGE shall have no responsibility for the maintenance, repair or upkeep of said equipment. Only HOSPITAL equipment may be used by the HOSPITAL and the Paramedic Training Program participants.

2. COLLEGE shall provide all electrical service, gas service, water service, maintenance, garbage and janitorial services, sufficient phone lines and access to COLLEGE's Internet connectivity for no cost, charge or fee to HOSPITAL.
3. HOSPITAL shall employ qualified faculty/staff who shall serve as a Program Liaison to maintain a successful Paramedic Training Program. The HOSPITAL shall maintain full control over their employees and under no circumstances shall any of these individuals be considered employees of the COLLEGE or shall said individuals be entitled to any benefits of COLLEGE employments, including bargaining unit membership or the accrual of tenure. However, the COLLEGE

COOPERATIVE EDUCATION AGREEMENT BETWEEN
SOUTH SUBURBAN COLLEGE DISTRICT 510
AND
INGALLS MEMORIAL HOSPITAL

shall be responsible for the employment of one part-time faculty personnel, who will work in collaboration with the liaison appointed by the HOSPITAL to provide additional support for the Paramedic Training Program and ensure that the Program meets the standards established for all COLLEGE programs.

4. The HOSPITAL will provide the COLLEGE with a certificate of insurance naming the COLLEGE, the Board of Trustees, thereof, and the members of the said Board individually, all employees of the COLLEGE as additional named insured under the HOSPITAL's general liability policy, which shall include coverage for damage to college property, in a minimum amount of Two (\$2,000,000) Million Dollars per single occurrence and Five (\$5,000,000) Million Dollars in the aggregate for the period covered by the contract. COLLEGE shall be given thirty (30) days written notice of any cancellation or change in the policy.
5. All participating students shall register with the COLLEGE and pay all tuition, fees and laboratory expenses to the COLLEGE and the COLLEGE shall be solely entitled to request state compensation, as permitted and appropriate.
6. HOSPITAL shall provide all books, materials, testing information and clinical opportunities as required by the State of Illinois for proper Paramedic Training certification.
7. At the conclusion of the drop/add period of the semester, the HOSPITAL shall inform the COLLEGE of the number of students enrolled in the Paramedic Training Program. Based upon this number, the COLLEGE shall compensate the Hospital in the amount of \$3,000.00 per student.
8. The COLLEGE shall provide evidence that student feedback is gathered as a strategy to address the need for ongoing quality improvement. As such, the COLLEGE will administer student evaluations at least once per academic year during either the fall or spring terms; whichever time period is agreeable to the COLLEGE and HOSPITAL.
9. The COLLEGE will conduct classroom observations at least once per academic year during either the fall or spring terms to evaluate the maintenance of pedagogical innovation and teaching effectiveness.
10. The COLLEGE will maintain sole responsibility for presenting all curricula changes to the COLLEGE'S Curriculum Committee.
11. The COLLEGE'S appropriate academic administrator, as well as COLLEGE faculty, along with representatives from the HOPITAL and other interested

COOPERATIVE EDUCATION AGREEMENT BETWEEN
SOUTH SUBURBAN COLLEGE DISTRICT 510
AND
INGALLS MEMORIAL HOSPITAL

parties, will serve on the advisory committee for the EMS/Paramedic Training Program.

12. The COLLEGE will ensure course of instruction will cover a period of time as arranged between the COLLEGE and the HOSPITAL. The COLLEGE and the HOSPITAL shall mutually agree upon the beginning dates and length of experience.
13. The HOSPITAL will not use or permit any use of the facilities which is directly or indirectly forbidden by law, ordinance, government regulation or which is dangerous to life, limb or property, or which tends to portray the COLLEGE in a negative light or which will cause any disturbance of any kind in the neighborhood or which would cause an increase in the premium or invalidate any insurance policy held by the COLLEGE covering the building and grounds.

Additionally, the COLLEGE, through its appropriate personnel, shall ensure that all persons associated with or enrolled in the Paramedic Training Program while on COLLEGE premises:

- 8A. Observe all applicable policies and regulations of the COLLEGE
- 8B. Use Appropriate conduct.

14. INDEMNIFICATION

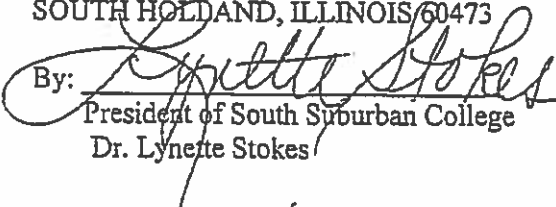
- 9A. The COLLEGE agrees to the extent permitted by Illinois Law, to indemnify and hold harmless HOSPITAL against any and all claims, demands, liabilities, obligations, judgments, costs and expenses, including reasonable attorneys' fees, arising out of the acts or omissions of COLLEGE its students, faculty, agents or employees, under this Agreement.
- 9B. The HOSPITAL agrees to the extent permitted by Illinois Law, to identify and hold harmless COLLEGE against any and all claims, demands, liabilities, obligations, judgments, costs and expenses, including reasonable attorneys' fees, arising out of the acts or omissions of HOSPITAL its students, faculty, agents or employees, under this Agreement.
- 9C. The hospital agrees to pay all necessary repair or replacement cost for any damage to COLLEGE facilities or property used as permitted under the terms and conditions of this Agreement, normal wear and tear expected.

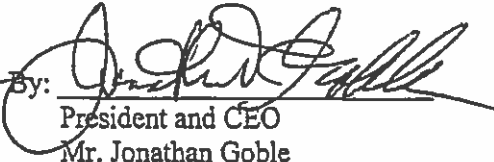
COOPERATIVE EDUCATION AGREEMENT BETWEEN
SOUTH SUBURBAN COLLEGE DISTRICT 510
AND
INGALLS MEMORIAL HOSPITAL

15. In the event HOSPITAL fails to perform or comply with any of the terms, provisions or conditions of this Agreement and if the non-performance shall continue for a period of fifteen (15) days after notice thereof by COLLEGE to HOSPITAL, COLLEGE shall have the right to terminate this Agreement.
16. This Agreement shall take effect October 8, 2018 until October 8, 2020.
17. This Agreement shall be governed by and construed under the laws of the State of Illinois. All disputes shall be resolved in the Circuit Court of Cook County.
18. This Agreement is executed by an authorized agent of COLLEGE in her official capacity only and the representative shall have no personal liability under this AGREEMENT.
19. HOSPITAL shall not discriminate on the basis of race, color, religion, sex, nation origin, ancestry, age, marital status, physical or mental handicap, an unfavorable discharge from the military service, or any other factor as prohibited by law, rule or regulation.
20. HOSPITAL certifies that it maintains a written sexual harassment policy in conformance with 775 ILCS 5/2-105
21. If HOSPITAL has more than 25 employees, HOSPITAL certifies that it provides a Drug Free Workplace in compliance with the Drug Free Workplace Act. 30 ILCS 580/1 et seq.

BOARD OF TRUSTEES
SOUTH SUBURBAN COLLEGE
DISTRICT 510
15800 SOUTH STATE STREET
SOUTH HOLLAND, ILLINOIS 60473

INGALLS MEMORIAL HOSPITAL
ONE INGALLS DRIVE
HARVEY, ILLINOIS 60426

By: 
President of South Suburban College
Dr. Lynette Stokes

By: 
President and CEO
Mr. Jonathan Goble

Date: 10/11/18

Date: 11/12/18

Illinois Community College Board

**MEMORANDUM OF UNDERSTANDING BETWEEN
TRITON COLLEGE
AND
THE ILLINOIS BROTHERHOOD OF ELECTRICAL WORKERS
RENEWABLE ENERGY FUND, INC.**

The Illinois Community College Board is requested to approve the Memorandum of Understanding (MOU) between Triton College and the Illinois Brotherhood of Electrical Workers (IBEW) Renewable Energy Fund, Inc. (REF).

The participating parties desire to enter into this MOU for the expressed purpose of utilizing Triton College's on campus facilities for all aspects of the Renewable Energy certificate. The agreement also proposes an applied science degree program, which, when submitted, will go through the regular new unit approval process. Students participating in this program will register at the college, pay all respective tuition and fees, and receive college credit for successful program completion. The program shall be taught by qualified staff, which may include those recommended from the REF. The REF will donate equipment for the program. The agreement will enable up to 30 low-income or minority or economically disadvantaged Triton College student to earn the certificate and up to 15 students to complete a degree with significant financial support. This agreement is in effect from upon signing through the 2021-2022 academic year, at which time it will be reviewed for termination or continuation.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the MOU between Triton College and The Illinois Brotherhood of Electrical Workers (IBEW) Renewable Energy Fund, Inc., which thereby allows the Renewable Energy Program to be taught at Triton College.

TRITON COLLEGE, District 504
Board of Trustees

Meeting of December 17, 2019

ACTION EXHIBIT NO. 16391

SUBJECT: MEMORANDUM OF UNDERSTANDING WITH THE
ILLINOIS BROTHERHOOD OF ELECTRICAL WORKERS (IBEW)
RENEWABLE ENERGY FUND, INC.


RECOMMENDATION: That the Board of Trustees approve the Memorandum of Understanding (MOU) between Triton College and the IBEW Renewable Energy Fund, Inc. (REF). Triton College commits to offering the Renewable Energy certificate and degree from Fall 2020 through Spring 2022 and Triton agrees to share its curricula with other community colleges working with the REF. REF will provide 15 scholarships of up to \$3,810 per person for FY21 and 30 scholarships for FY22. REF will donate equipment as outlined in the attached MOU for hands-on training. This Agreement will become effective when signed by both parties and run for two academic years from 2020-2021 to 2021-2022, after which time it will be reviewed. Either party may suspend participation at any time by providing written notice to the other party. Any student enrolled at that time shall be permitted to complete the current semester under the terms of the MOU.

RATIONALE: This MOU will enable up to 30 low-income or minority or economically disadvantaged Triton College students to earn the Renewable Energy Certificate and for up to 15 students to complete the Renewable Energy degree with significant financial support.

Submitted to Board by:


Dr. Susan Campos, Vice President of Academic Affairs

Board Officers' Signatures Required:


Mark R. Stephens
Chairman


Diane Viverito
Secretary

12-17-19
Date

Related forms requiring signature: Yes X _{1/8} No _____

**Memorandum of Understanding between
Illinois IBEW Renewable Energy Fund Inc. and Triton College**

This Memorandum of Understanding (Memorandum or MOU) sets forth the terms and understandings and provides a framework for potential future transaction by and between Illinois Community College District 504, commonly known as Triton College (hereinafter "Triton") and Illinois IBEW Renewable Energy Fund Inc. (hereinafter "REF") for the purpose of providing solar training services under the Solar Craft Apprenticeship Program established pursuant to the Illinois Public Utilities Act (220 ILCS 5/16-108.12). This Memorandum supersedes any previous Memorandums.

Initial duration: Two (2) Academic years. Year One (1) is the academic year commencing August 2020. Year Two (2) is the academic year commencing August 2021.

A. Background

Commonwealth Edison (ComEd), pursuant to the Illinois Public Utilities Act (220 ILCS 5/16-108.12), is required to fund certain utility job training programs, including a Solar Training Pipeline Program, a Solar Craft Apprenticeship Program, and a Multi-Cultural Jobs Program.

ComEd has proposed, and the Illinois Commerce Commission has approved, that the Solar Craft Apprenticeship Program be implemented in coordination with IBEW Local 134 (hereinafter "Local 134"). Local 134 has been awarded this funding, which has been assigned to REF, an Illinois nonprofit corporation established as a tax-exempt educational organization under Section 501(c)(3) of the Internal Revenue Code.

B. Purpose

The purpose of this Memorandum is to set forth the terms and understandings between Triton and REF and to provide a nonbinding framework for potential future transactions between Triton and REF.

C. Obligations of Triton

1. Triton will offer college level courses and a Renewable Energy Certificate (Certificate) beginning August 2020 and a Renewable Energy AAS Degree (Degree) beginning August 2021. A tentative list of the courses for the Certificate and Degree are provided in Appendix A.
2. Triton will provide REF with copies of curriculum materials for the courses listed in Appendix A for use by REF with other Illinois community colleges, pursuant to the Solar Craft Apprenticeship Program noted above.
3. Triton will review IBEW Apprenticeship course work with REF and will consider whether IBEW Apprentices and/or Journeypersons may be able to receive credit towards a Renewable Energy Certificate and/or Renewable Energy AAS Degree for their IBEW Apprentice course work through the process of prior learning assessment.

4. Triton will employ appropriate instructors for the Certificate and Degree programs and will consider potential instructors identified by REF who have expertise in renewable energy. Triton shall maintain sole discretion in all matters of hiring and employment.
5. Triton will identify up to 15 REF Scholars for tuition assistance from REF and will use best efforts identify candidates who self-identify as being from diverse low-income, minority, or economically disadvantaged populations.
6. Triton will assist the prospective REF Scholars to apply for financial aid, which will be applied to tuition and fees as permitted by law and College policy. Grant aid obtained on behalf of the REF Scholars will reduce the amount of tuition assistance provided by REF.
7. Triton will provide REF with a statement showing the amount of grant aid that is received each semester by each REF Scholar, which will then be used to reduce the amount of tuition assistance that REF pays to Triton. Triton will be responsible for obtaining any necessary waivers from REF Scholars regarding the Family Educational Rights and Privacy Act (FERPA).
8. Triton will supply REF with demographic and other information required for the Future Energy Jobs Act (FEJA) reporting in the manner permitted by law, rule or regulation.
9. Triton understands that REF is making no representations regarding the job market or job availability for students completing the Certificate and/or Degree.

D. Obligations of REF

1. REF will identify potential instructors with renewable energy expertise for consideration by Triton. Such instructors shall be provided to Triton with no expectation of interview or employment.
2. REF has developed a renewable energy curriculum that will be available for use at Triton's discretion, to the extent such a curriculum meets the requirements of the Illinois Community College Board and the Higher Learning Commission.
3. The renewable energy curriculum prepares students to take the North American Board of Certified Energy Practitioners (NABCEP) PV Associate Exam and the NABCEP Technical Sales Professional Exam. REF will administer and pay for REF Scholars, who are enrolled at the end of the second semester of the Certificate program, to take the NABCEP PV Associate Exam. REF will provide information and pay for REF Scholars, who are enrolled at the end of the second semester of the Certificate program, to take the NABCEP Technical Sales Professional Exam, but will not administer the exam.
4. REF will donate the following equipment and supplies, which shall be deemed Triton property upon completion of the donation.
 - a. Solar curriculum and power points if needed.
 - b. Twenty (20) Photovoltaic Systems textbooks to be used as a library.
 - c. Fifteen (15) low voltage boards

- d. Ground mounted solar system and components for hands on training.
 5. REF will provide a maximum of \$3,810 in tuition assistance per academic year per REF Scholar up to 15 REF Scholars. One half of the \$3,810 tuition assistance will be paid towards the first semester and one half will be paid towards the second semester. The potential amount of tuition assistance will be reduced by any grant aid for which the candidates may otherwise qualify through the assistance programs administered by Triton.
 6. The tuition assistance will be paid by REF each semester directly to Triton on behalf of the REF Scholars upon receipt of statement from Triton showing the amount of grant aid that is received each semester by each REF Scholar. Triton will be responsible for obtaining any necessary waivers from REF Scholars regarding FERPA
 7. Beginning in Year Two (2), up to an additional 15 scholarships will be provided by REF to allow the first group to complete the Degree while a new cohort of up to 15 REF Scholars starts the Certificate program. Thus, REF will provide up to a maximum of 30 scholarships in Year Two (2).
 8. REF Scholars shall be identified by Triton, using legally permissible criteria determined by REF with a particular emphasis on those students who self-identify as diverse low-income, minority, or economically disadvantaged populations.
 9. REF will assist Triton in candidate recruitment at high schools identified by Triton in the geographic area serviced by Triton.
- E. Termination.** This MOU will be reviewed after the initial two (2) year period. Either party may suspend participation in this MOU at any time by providing written notice to the other party. Any students enrolled in the Certificate or Degree program at the time of termination shall be permitted to complete the then current semester under the terms and conditions stated herein.

Renewal of the MOU must be acknowledged in writing and signed by the authorized agents of Triton and REF.

F. General Provisions

REF agrees to hold harmless and indemnify Triton, its officers, agents, trustees and employees against any losses, damages, judgments, claims, expenses, costs and liabilities imposed upon or incurred by or asserted against Triton, its officers, agents, trustees or employees, including reasonable attorneys' fees and expenses, arising out of the acts or omissions of REF, its officers, agents or employees, under this Agreement.

Triton agrees to hold harmless and indemnify REF, its officers, agents, trustees and employees against any losses, damages, judgments, claims, expenses, costs and liabilities imposed upon or incurred by or asserted against REF, its officers, agents, trustees or employees, including

reasonable attorneys' fees and expenses, arising out of the acts or omissions of Triton, its officers, agents or employees, under this Agreement.

Triton College, as an entity and on behalf of its employees, agents, and students, claims any and all governmental immunity as may be established by or set forth under Federal or Illinois law, rule or regulation.

Each party assumes full responsibility for the payment of all federal, state and local taxes incurred by the party as a result of this Memorandum.

This Memorandum is acknowledged by an authorized representative of each party in the representative's official capacity only and the representative shall have no personal liability under this Memorandum.

Neither party shall discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental handicap, an unfavorable discharge from military service, or any other factor as prohibited by law. Each party certifies that it is an equal opportunity employer, maintains a written sexual harassment policy, and a Drug Free Workplace in compliance with applicable law.

This Memorandum shall be governed by and construed in accordance with the substantive laws of the State of Illinois regardless of any conflict of laws provision. All disputes arising out of this Agreement, wherever derived, will be resolved in the Circuit Court of Cook County, Illinois.

F. Notification

NOTICES TO REF SHALL BE SENT TO:

Illinois Renewable Energy Fund
2722 S. Martin Luther King Drive
Chicago, Illinois 60616
Attn: Harry Ohde
Executive Director

NOTICES TO TRITON COLLEGE SHALL BE SENT TO:

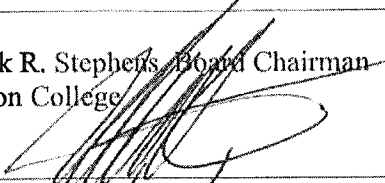

Triton College
2000 North Fifth Avenue, RM A309
River Grove, Illinois 60171
Attn: Dr. Susan Campos
Vice President of Academic Affairs

With a copy to:

Sarie Winner

Kusper & Raucci Chartered
30 North LaSalle Street
Suite 2121
Chicago, Illinois 60602

G. Acknowledgment

Mark R. Stephens, Board Chairman Triton College	Harry Ohde, Executive Director REF .
By 	By 
Date <u>12/17/19</u>	Date <u>1/10/2020</u>

Appendix A

Proposed New Program

Renewable Energy Technology, Certificate

30 Credit Hours

Semester One

ARC 102	OSHA 10-Hour Construction Training	1 credit
ENT 104 ◊	Electricity Basic Fundamentals	3 credits
HTH 281	First Aid/CPR	2 credits
MAT 122	Technical Math	3 credits
REN 100	Introduction to Renewable Energy	3 credits
REN 110 #	ARC Flash Prevention	1 credit
REN 120 #	Photovoltaic Design Fundamentals	3 credits
	Total Credit Hours:	16

Semester Two

ENT 202◊	Electricity Sustainability	4 credits
REN 130 #	National Electric Code and Grid Installation	4 credits
REN 200 #	Photovoltaic System Integrator	3 credits
REN 220 #	Wind Power Generation Design Fundamentals	3 credits
	Total Credit Hours:	14

Total credits required to graduate: 30

Proposed AAS Completion for IBEW REF

Renewable Energy Technology, AAS

Curriculum BIS.REN.AAS (C260A)

60 Credit Hours

The Renewable Energy Technology Associate in Applied Science degree emphasizes basic techniques and skills necessary for entry-level employment in the alternative energy industry. Students acquire proficiency in electricity and magnetism, controls, Photovoltaics (PV), wind, energy efficiency, effective communications and employment skills.

Program graduates may seek entry-level employment in companies, such as solar installation, wind, energy auditing and weatherization and may be employed as solar technicians, wind technicians, and energy auditors. Some may be entrepreneurial and may choose to start their own renewable energy companies. The Renewable Energy Technology curriculum is designed to meet the increasing demands for skilled renewable energy technicians in solar, wind, and energy efficiency. Course work emphasizes safety, electricity and magnetism, and controls, in addition to renewable energy technologies.

IBEW REF students will complete the Renewable Energy Technology Certificate (30 credit hours) and then complete the remaining 30 credit hours below to finish the AAS degree (60 credit hours total)

Semester Three

ARC 110	Materials and Methods of Sustainability	3 credits
BUS 141	Introduction to Business	3 credits
PHL 113	Environmental Ethics	3 credits
REN 210 #	Advanced Photovoltaic On/Off Grid Installation	3 credits
RHT 101 ◊ #	Freshman Rhetoric & Composition I	3 credits
	Total Credit Hours:	15

Semester Four

RHT 102 ◊ #	Freshman Rhetoric & Composition II	3 credits
REN 230 #	Wind Turbine Maintenance	3 credits
REN 240 #	Energy Auditing and Building Weatherization Fundamentals	3 credits
BUS 150	Principles of Management	3 credits
SPE 101 ◊ #	Principles of Effective Speaking	3 credits
	Total Credit Hours:	15

Total Credits Required for Graduation: 60

Illinois Community College Board

FISCAL YEAR 2019 AND 2020 FINANCIAL STATEMENTS

Fiscal Year 2019 Financial Statements

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
July 1, 2018 - December 31, 2019

	FY2019 Appropriation	Year -to-Date Expenditures	% Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 26,973,100	\$ 25,297,093	93.8%
ADULT EDUCATION	32,274,000	31,723,137	98.3%
GED TESTING PROGRAM	943,000	506,468	53.7%
CAREER & TECH EDUCATION	18,069,400	17,816,074	98.6%
OFFICE ADMINISTRATION	1,990,200	1,949,732	98.0%
TOTAL	\$ 80,249,700	\$ 77,292,504	96.3%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 133,880,100	\$ 133,880,100	100.0%
TOTAL	\$ 133,880,100	\$ 133,880,100	100.0%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 12,500,000	\$ 174,694	1.4%
GED TESTING FUND	200,000	91,254	45.6%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
TOTAL	\$ 118,370,000	\$ 105,835,948	89.4%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 24,767,465	\$ 19,041,843	76.9%
FEDERAL CAREER & TECH ED FUND	19,472,902	16,491,318	84.7%
ICCB FEDERAL TRUST FUND	525,000	96,521	18.4%
TOTAL	\$ 44,765,367	\$ 35,629,682	79.6%
GRAND TOTAL, ALL FUNDS	\$ 377,265,167	\$ 352,638,234	93.5%

* See detail on following pages

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Fiscal Year 2019 Financial Statements

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2018 - December 31, 2019

	FY2019 Appropriation	As of 12/31/2019 Year-to-Date Expenditures	%	
			Expended	
<u>GENERAL REVENUE FUND</u>				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago	\$ 12,633,700	\$ 12,633,696	100.0%	001-68401-4476-1200
P-20 Council Support	150,000	150,000	100.0%	001-68401-1900-0300
Pre-Apprenticeship Training	265,000	265,000	100.0%	001-68401-4400-0000
East St. Louis Educational Center	1,457,900	1,455,011	99.8%	001-68401-4900-1000
Illinois Veterans Grant	4,264,600	2,675,622	62.7%	001-68401-4476-5000
IL Longitudinal Data System	439,900	413,251	93.9%	001-68401-1900-0200
Lincoln's Challenge Program	60,200	9,843	16.4%	001-68401-4475-0000
Performance Grants	359,000	351,870	98.0%	001-68401-4476-1600
Small College	548,400	548,400	100.0%	001-68401-4476-1500
Alternative Schools Student Re-enrollment	6,794,400	6,794,400	100.0%	001-68401-4474-0000
TOTAL	\$ 26,973,100	\$ 25,297,093	93.8%	
OFFICE ADMINISTRATION				
TOTAL	\$ 1,990,200	\$ 1,949,732	98.0%	
ADULT EDUCATION				
Adult Education Basic Grants	\$ 21,572,400	\$ 21,379,736	99.1%	001-68401-4900-3000
Adult Education Performance Grants	10,701,600	10,343,401	96.7%	001-68401-4900-3100
TOTAL	\$ 32,274,000	\$ 31,723,137	98.29%	
GED TESTING PROGRAM				
TOTAL	\$ 943,000	\$ 506,468	53.7%	001-68401-1900-0000
CAREER & TECHNICAL EDUCATION				
CTE LPN RN	\$ 18,069,400	461,750	92.4%	001-68401-4900-1300
CTE Administration	500,000	338,709	90.3%	001-68401-4900-1300
CTE Formula	375,000	15,600,000	100.0%	001-68401-4900-1300
CTE Early School Leavers Grants	15,600,000	547,957	89.1%	001-68401-4900-1300
CTE Early School Leavers Administration	615,000	2,184	2.6%	001-68401-4900-1300
CTE Corrections	84,950	865,474	96.8%	001-68401-4900-1300
TOTAL	\$ 18,069,400	\$ 17,816,074	98.6%	
		with that refund sams will be		
		\$ 17,785,771		
<u>EDUCATION ASSISTANCE FUND</u>				
GRANTS TO COLLEGES AND PROVIDERS				
Base Operating	\$ 66,066,900	\$ 66,066,900	100.0%	007-68401-4476-0100
Equalization	67,813,200	67,813,200	100.0%	007-68401-4476-0200
TOTAL	\$ 133,880,100	\$ 133,880,100	100.0%	
GRAND TOTAL	\$ 214,129,800	\$ 211,172,604	98.6%	

* Expenditures from these funds cannot exceed receipts.

Fiscal Year 2019 Financial Statements

**Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2018 - December 31, 2019**

SPECIAL STATE FUNDS*

	FY2019 Spending Auth.	As of 12/31/2019 Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND	\$ 12,500,000		
GRANTS			
Bridging the Gap		\$ -	
NGA		27,915	
NGA - early care education		7,500	
ILCCO		76,685	
Research Foundation of CUNY		27,903	
Advance CTE		8,837	
TOTAL		\$ 148,841	1.2%
ADMINISTRATION			
Bridging the Gap		\$ -	
NGA		20,000	
ILCCO		5,853	
Research Foundation of CUNY		-	
Advance CTE		-	
TOTAL		\$ 25,853	0.2%
GED TESTING FUND	\$ 200,000	\$ 91,254	45.6%
ICCB RESEARCH & TECHNOLOGY FUND	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 105,570,000	100.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 118,370,000	\$ 105,835,948	89.4%

* Expenditures from these funds cannot exceed receipts.

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Fiscal Year 2019 Financial Statements

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2018 - December 31, 2019

FEDERAL FUNDS*	FY2019		As of 12/31/2019	
	Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 15,241,712	\$ 2,320,379	\$ 14,416,451	94.6%
Federal Basic Leadership	2,209,350	115,012	1,749,423	79.2%
EL Civics Grants	2,618,314	1,101,152	1,913,190	73.1%
	<u>\$ 20,069,376</u>	<u>\$ 3,536,543</u>	<u>\$ 18,079,064</u>	<u>90.1%</u>
ADMINISTRATION				
Federal Basic	\$ 923,740		\$ 805,880	87.2%
EL Civics	137,806		-	0.0%
Leadership	100,000		156,899	156.9%
	<u>\$ 1,161,546</u>		<u>\$ 962,779</u>	<u>82.9%</u>
TOTAL	<u>\$ 21,230,922</u>	<u>\$ 3,536,543</u>	<u>\$ 19,041,843</u>	<u>89.7%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 14,371,919	\$ 1,181,106	\$ 14,820,505	103.1%
Perkins Leadership	1,461,733	1,153,279	1,172,287	80.2%
Perkins Corrections	240,941	85,150	228,000	94.6%
	<u>\$ 16,074,593</u>	<u>\$ 2,419,535</u>	<u>\$ 16,220,793</u>	<u>100.9%</u>
ADMINISTRATION				
CTE Federal	\$ 845,407	\$ 133,368	\$ 270,526	32.0%
TOTAL	<u>\$ 16,920,000</u>	<u>\$ 2,552,902</u>	<u>\$ 16,491,318</u>	<u>97.5%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION				
	\$ 525,000	\$ -	\$ 96,521	18.4%
TOTAL	<u>\$ 525,000</u>	<u>\$ -</u>	<u>\$ 96,521</u>	<u>18.4%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 38,675,922</u>	<u>\$ 6,089,445</u>	<u>\$ 35,629,682</u>	<u>92.1%</u>

* Expenditures from these funds cannot exceed receipts.

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Fiscal Year 2020 Financial Statements

Illinois Community College Board
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT
July 1, 2019 - December 31, 2019

	FY 2020 Appropriation	Year -to-Date Expenditures	% Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 48,460,000	\$ 23,423,697	48.3%
ADULT EDUCATION	33,887,700	13,412,306	39.6%
GED TESTING PROGRAM	1,200,000	361,902	30.2%
CAREER & TECH EDUCATION	18,069,400	1,518,120	8.4%
OFFICE ADMINISTRATION	2,031,900	1,036,151	51.0%
TOTAL	\$ 103,649,000	\$ 39,752,176	38.4%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 145,574,100	\$ 72,679,668	49.9%
TOTAL	\$ 145,574,100	\$ 72,679,668	49.9%
<u>SPECIAL STATE FUNDS*</u>			
CONTRACTS AND GRANTS FUND	\$ 10,000,000	\$ 33,158	0.3%
GED TESTING FUND	100,000	13,440	13.4%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	52,785,000	50.0%
TOTAL	\$ 115,770,000	\$ 46,598	0.0%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 21,230,922	\$ 3,515,034	16.6%
FEDERAL CAREER & TECH ED FUND	17,905,733	2,137,264	11.9%
ICCB FEDERAL TRUST FUND	525,000	7,591	1.4%
TOTAL	\$ 39,661,655	\$ 5,659,889	14.3%
GRAND TOTAL, ALL FUNDS	\$ 404,654,755	\$ 118,138,332	29.2%

* See detail on following pages

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Fiscal Year 2020 Financial Statements

Illinois Community College Board
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2019 - December 31, 2019

	FY 2020 Appropriation	Year-to-Date Expenditures	% Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,265,400	\$ 6,632,700	50.0%
P-20 Council Support	150,000	100,000	66.7%
East St. Louis Educational Center	1,457,900	343,952	23.6%
Illinois Veterans Grant	4,264,400	-	0.0%
IL Longitudinal Data System	560,300	171,397	30.6%
Lincoln's Challenge Program	60,200	2,976	4.9%
Performance Grants	359,000	-	0.0%
Small College	548,400	548,386	100.0%
Alternative Schools Student Re-enrollment	3,000,000	1,000,000	33.3%
Transitional Math and English Development	1,000,000	-	0.0%
Bridge and Transition	23,794,400	14,624,287	61.5%
TOTAL	\$ 48,460,000	\$ 23,423,697	48.3%
OFFICE ADMINISTRATION			
TOTAL	\$ 2,031,900	\$ 1,036,151	51.0%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 22,651,000	\$ 9,038,726	39.9%
Adult Education Performance Grants	11,236,700	4,373,580	38.9%
TOTAL	\$ 33,887,700	\$ 13,412,306	39.58%
GED TESTING PROGRAM			
TOTAL	\$ 1,200,000	\$ 361,902	30.2%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	250,000	50.0%
CTE Administration	575,000	220,895	38.4%
CTE Formula	15,400,000	-	0.0%
CTE Early School Leavers Grants	615,000	600,000	97.6%
CTE Early School Leavers Administration	84,950	-	0.0%
CTE Corrections	894,450	447,225	50.0%
TOTAL	\$ 18,069,400	\$ 1,518,120	8.4%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 74,370,200	\$ 37,077,720	49.9%
Equalization	71,203,900	35,601,949	50.0%
TOTAL	\$ 145,574,100	\$ 72,679,668	49.9%
GRAND TOTAL	\$ 249,223,100	\$ 112,431,844	45.1%

* Expenditures from these funds cannot exceed receipts.

Fiscal Year 2020 Financial Statements

**Illinois Community College Board
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2019 - December 31, 2019**

SPECIAL STATE FUNDS*

	FY 2020 Appropriation	Year-to-Date Expenditures	%
			Expended
CONTRACTS AND GRANTS FUND	\$ 10,000,000	\$ 33,158	0.3%
GRANTS			
Bridging the Gap		-	
NGA		287	
NGA - early care		326	
ILCCO		5,000	
Research Foundation of CUNY		-	
Advance CTE		25,055	
TOTAL		\$ 30,667	0.3%
ADMINISTRATION			
Bridging the Gap		-	
NGA		510	
NGA - early care		-	
ILCCO		1,288	
Research Foundation of CUNY		-	
Advance CTE		693	
TOTAL		\$ 2,490	0.0%
GED TESTING FUND	\$ 100,000	\$ 13,440	13.4%
ICCB RESEARCH & TECHNOLOGY FUND	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 52,785,000	50.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 115,770,000	\$ 52,864,756	45.7%

* Expenditures from these funds cannot exceed receipts.

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Fiscal Year 2020 Financial Statements

**Illinois Community College Board
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2019 - December 31, 2019**

FEDERAL FUNDS*

	FY 2020 Appropriation	Carryover/Transfer **	Year-to-Date Expenditures	%
				Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 15,241,712		\$ 2,133,326	14.0%
Federal Basic Leadership	2,209,350		553,665	25.1%
EL Civics Grants	2,618,314		480,829	18.4%
	<u>\$ 20,069,376</u>	\$ -	<u>\$ 3,167,820</u>	15.8%
ADMINISTRATION				
Federal Basic	\$ 923,740	\$ -	\$ 347,215	37.6%
EL Civics	137,806	-	-	0.0%
Leadership	100,000	-	-	0.0%
	<u>\$ 1,161,546</u>	\$ -	<u>\$ 347,215</u>	29.9%
TOTAL	<u>\$ 21,230,922</u>	<u>\$ -</u>	<u>\$ 3,515,034</u>	<u>16.6%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 14,371,919		\$ 1,831,525	12.7%
Perkins Leadership	1,550,073		295,477	19.1%
Perkins Corrections	254,929		-	0.0%
Reserve	834,327			
	<u>\$ 17,011,248</u>	\$0.00	<u>\$ 2,127,002</u>	12.5%
ADMINISTRATION				
CTE Federal	\$ 894,485		\$ 10,262	1.1%
TOTAL	<u>\$ 17,905,733</u>	<u>\$ -</u>	<u>\$ 2,137,264</u>	<u>11.9%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION				
	<u>\$ 525,000</u>	\$ -	<u>\$ 7,591</u>	1.4%
TOTAL	<u>\$ 525,000</u>	<u>\$ -</u>	<u>\$ 7,591</u>	<u>1.4%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 39,661,655</u>	<u>\$ -</u>	<u>\$ 5,659,889</u>	<u>14.3%</u>

* Expenditures from these funds cannot exceed receipts.

** Carryover/Transfer amounts are in process of calculation based on FY19 expenditures and will be finalized next month.

Illinois Community College Board

2019 FALL ENROLLMENT REPORT

The Illinois Community College System opening Fall 2019 enrollment has decreased compared to the previous year and is consistent with national community college enrollment trends. The Illinois public university undergraduate enrollment is showing a decline in Fall 2019 too as described in the recently released Illinois Board of Higher Education report. Illinois community colleges enrolled 271,426 students in coursework in Fall 2019 which is 11,989 fewer than in Fall 2018. Overall, Fall 2019 enrollments show a decrease in headcount (-4.2 percent) and a decrease in the number of Full-time Equivalent (FTE) enrollments (-4.1 percent) compared to last year. A one-year comparison between Fall 2018 and Fall 2019 among the 48 community colleges shows that thirty-five (35) colleges reported headcount decreases of one percent or more. Eight colleges exhibited headcount enrollment increases of one percent or above while the remaining five colleges experienced little or no change (less than one percent). Noncredit course enrollments are not reflected in the fall enrollment and FTE counts.

The fall 2019 report is available at:

https://www.iccb.org/iccb/wp-content/pdfs/reports/Fall_2019_Opening_Enrollment.pdf

Agenda Item #10.3
January 24, 2020

Illinois Community College Board

**FY2019 FEDERAL ADULT EDUCATION
NARRATIVE AND PERFORMANCE REPORT**

Each year the Illinois Community College Board (ICCB) submits an annual narrative to the Department of Education to fulfill the requirements of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Literacy Act. The Federal Adult Education National Reporting System Report was submitted on December 20, 2019 and provides both a narrative and performance report of adult education activities and outcomes for FY2019.

Attached to this agenda item is a copy of the report. The report contains a summary of State Leadership Activities to promote adult education, Analysis of Performance Data, Integration with One-Stop Partners, Integrated English Literacy and Civics Activities, Adult Education Standards, and Programs for Corrections Education and the Education of Other Institutionalized individuals.



**ILLINOIS NARRATIVE REPORT
2018 - 2019
NATIONAL REPORTING SYSTEM
FOR
ADULT EDUCATION AND LITERACY**

2018 - 2019



A proud partner of the American Job Center® network

1. State Leadership Funds (AELFA Section 223)

Describe how the State has used funds available under 223(State Leadership Activities for each of the following activities:

- a) *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

The ICCB (ICCB) released the Adult Education five-year strategic plan in November 2017 to cover the period of FY2018 through FY2023. The goals in the plan align with key state-driven plans such as the Illinois Workforce Innovation and Opportunity Act Unified Plan, the ICCB's Workforce Education Strategic Plan, the Report of the Higher Education Commission on the Future of the Workforce, the Illinois Postsecondary Workforce Readiness Act, the Governor's Executive Order #3, and Perkins V law, as well as other statewide initiatives. The Strategic Plan is focused on expanding and scaling comprehensive career pathways and proactively responding to the future of work.

Additionally, Adult Education is engaged in all Illinois Workforce Innovation Board (IWIB) policy workgroups and state-level committees such as the IWIB Service Integration policy workgroup, the Integrated Business Services Committee, the Certification Policy Workgroup, and the WIOA Summit Planning Group. This effort provided a workforce development vision to the adult education provider community with an aim to enhance the services to individuals in need of education, training, and employment.

To disseminate the priorities and strategies of the Unified Plan from state agencies to practitioners, the state-Interagency Work Group (IWG) met monthly to address issues such as service integration activities; the development and review of consistent policies; one-stop certification implementation; review and approval of MOUs; and the provision of training and technical assistance to local one-stop centers in areas of organization, coordination, and delivery of key services. All core partners, which includes Adult Education, are represented on the Workgroup. Additionally, the ICCB convened an Adult Education and Literacy Advisory Council.

Adult Education and Literacy Advisory Council

To further ensure practitioners are aware of the ICCB's strategic plan and priorities and successfully implement instructional activities, the ICCB convened an Adult Education Advisory Council that consisted of WIOA state agency core and required partners and selected adult education providers representing community colleges, community-based organizations, public schools and regional offices of education from each region of the state. The Advisory Council provided guidance and recommendations to the ICCB in key areas of adult education that were aligned with both WIOA and the Illinois five-year strategic plan. After meeting both in face to face and virtual meetings throughout the year, the Adult Education and Literacy Advisory Council brought forward the following recommendations and deliverables in the areas of distance learning and instructional technology, corrections education, and integrated English and Civics Education:

- a) **Distance Learning and Instructional Technology:** To increase both adult learner enrollment and Measurable Skill Gains, this committee was tasked with making recommendations to create and strengthen current distance learning programs. The committee developed a Technology and Digital Literacy Proficiency Checklist and a Proficiency Checklist for Online Instruction as well as recommending a distance learning platform for English Language Learners.
- b) **Corrections Education:** The corrections education advisory committee was tasked with identifying gaps in services for the transitioning of individuals from corrections to adult education programs. The committee recommended the development of a resource guide to aid professionals working with justice-involved individuals re-entering society for identifying educational services.

- c) ***Integrated English and Civics Education:*** Approximately 56% of adult education learners in Illinois are English Language Learners, and WIOA 243 requires Adult Education providers to offer Civics Education in an Integrated Education Model. The IELCE Advisory Committee was tasked with developing resources to guide program development to ensure curricular and instructional alignment with the IELCE expectations. The committee developed and proposed an IELCE Toolkit which provides guidance for course development, curriculum planning, and instruction.

The ICCB considered the recommendations, disseminated the IECLE Toolkit, extended the approved distance learning platforms to include instruction specifically for English as a Second Language Learners, and will use the Technology and Digital Literacy Proficiency Checklist and Proficiency Checklist for Online Instruction to guide the approval process for programs implementing curriculum and instruction platforms. A workgroup was created in FY20 to complete the Corrections Re-Entry Resource Guide.

- *Establishment or operation of a high quality professional development programs as described in section 223(1) (b).*

ICCB Adult Education continues to support a Professional Development Network (PDN) consisting of subject matter experts who provide statewide training and technical support for adult education programs consisting of community colleges, public schools, and community based organizations spanning 57,914 square miles. The expertise of the diverse PDN staff includes the areas of Adult Basic Education (ABE)/Adult Secondary Education (ASE) English Language Arts and Math, Student Achievement in Reading (STAR)/Evidence Based Reading Instruction (EBRI), English as-a Second Language (ESL), Civics Education, Assessments, Digital Literacy and Technology, Transitions, and Special Learning. In addition, Adult Education continues to provide joint professional development opportunities with postsecondary Career Technical Education (CTE) in the areas of IET, Bridge, and Career Pathway initiatives. The PDN supports statewide training activities to promote high quality curriculum and instruction that is aligned with the state College and Career Readiness (CCR) and English Language Proficiency (ELP) standards. Offering training and support through conferences, workshops, webinars, and online courses ensures program administrators, instructors, career navigators, and other support staff have access to relevant and research-based practices that are geared to improve program and instructional effectiveness in the areas of learner retention, increased measurable skill gains, and transition to postsecondary education and sustainable employment. A technical assistance request was submitted to the National Reporting System to evaluate effectiveness of the PDN as it relates to specific initiatives and analyze participation patterns and teacher training on educational functioning level gains. The results of the analysis indicate “Among students in their first year of adult education, there is a statistically significant relationship between the prior year and two-year prior measures of Standards Proficient and Specialist instructor training and post-test completion.” [Source: Illinois NRS TA Summary, October 2019]

- b) *Provision of technical assistance to funded providers as described in section 233(1)(c)*

WIOA 223 Leadership funds were used to offer technical assistance to funded providers and reflects the ICCB’s multi-year initiatives that demonstrate intentionality in design and purpose for all professional development. The focus of the Professional Development Network (PDN) is to provide high quality training designed to improve instructional effectiveness in the areas of Math, Language Arts, Reading (STAR), English Language Acquisition, Digital Literacy and Technology, Integrated Education and Training, Bridge Programming, Transitions, Assessments, and Comprehensive Student Support Services. Professional development and technical assistance were also provided through statewide conferences and meetings.

Instructional Effectiveness: ABE/ASE

Continuous improvement of instructional effectiveness occurs through intentional and expert delivered professional development beginning with a New Teacher Orientation (NTO) course required of all new instructional hires. This course offers an overview of the Illinois Adult Education system including policies, instructional methodology for adult learners, program design, and the introduction to professional development resources. Professional development courses support the development of Instructional Staff Professional Pathways with the goal of sustaining a systematic development of Standards Proficient Instructors and the development of Content Specialists and Master Teachers to provide instructional leadership, coaching, and curriculum improvement in all adult education content areas.

Standards Proficient Instruction occurs across all aspects of adult literacy education. It is the goal of ICCB to create a system of CCR content specialist/master teachers in Language Arts, Math, Reading, and English as a Second Language that will provide regional training, technical assistance, and guidance to instructors in their region thus ensuring statewide rigorous standards-based instruction in all programs. The levels of standard proficient professionals include ABE/ASE Specialist, ABE/ASE Master Teacher, Career Navigator Pathway, Special Learning Needs, and English as a Second Language Standards Proficient Instructor.

STAR Training

The PDN Network continued the STAR hybrid training which began in FY18. STAR is available for both programs and instructors new to STAR and previously trained programs to update or expand their EBRI integration. In FY19, 35 participants from 16 programs finished the first half of the training. Ongoing technical assistance continued to be available.

Additionally, EBRI professional development included development of a new EBRI Content Specialist Pathway for ABE/ASE and ESL instructors, and the development of the following online instructor courses:

- *Introduction to EBRI for Teachers*
- *Introduction to EBRI for Administrators*
- *Teaching Reading Fluency*
- *Teaching Academic Vocabulary (2 parts)*
- *Close Reading Strategies for College and Career Readiness in ABE/ASE and ESL Classes*

English as-a-Second Language (ESL)

The ICCB through its PDN focused sustained efforts across multiple fiscal years to ensure continuous improvement of English Language Acquisition (ELA) instruction. The intent of the targeted professional development was to provide programs with the resources and tools necessary to positively impact student outcomes.

In FY17, the ICCB directed the PDN network to initiate a standard-based instructional path designed to improve student outcomes. The first step was the revision of the ESL Content Standards and the implementation of the ESL Standards-Based Curriculum Initiative in FY18. The PDN network continued this initiative in FY19 through the ESL Standards Proficient Instructor (ESPI) Training. This sustained initiative ensures instructors have the tools, resources, and training to align classroom curriculum and instruction with rigorous academic content standards.

Additionally, the PDN reviewed and updated online courses which follow the evidence-based Applied Learning Model requiring instructors to implement learned content in their classroom, reflect on its effectiveness, and

submit summary reflections for review and feedback. The 14 courses provide a combined 60 hours of professional development and the updated courses include the following:

- *Ready, Set, Goal! Setting Academic/Career Goals with ESL Students*
- *Preparing ELLs for the World of Work with a Mock Job Fair*

While these courses were designed to provide practitioners with promising practices in instruction, attention was paid to the need for English Language Learners to enter IET programs. Therefore, new professional development courses which teach instructors how to incorporate workforce readiness skills, contextualized vocabulary, and contextualized language skills were developed. These course include the following:

- *Ready, Set, Goal! Setting Academic/Career Goals with ESL Students*
- *Infusing Workforce Preparation at All ESL Levels*
- *Teaching Lower Level ELLs to Talk about Their Work Skills*
- *Teaching Interviewing Skills to ELLs at All Levels.*
- *Preparing ELLs for the World of Work with a Mock Job Fair*

In FY19, 53 ESL programs with a combined 761 ESL instructors were supported through either face-to-face training or web-based delivery of professional development. Furthermore, 1140 instructors and administrators were supported through conference presentations, webinars, and facilitated meetings.

Assessments

The ICCB Adult Education and Literacy Program authorizes the local programs to use the following OCTAE approved tests in assessing the skills of learners enrolled in Adult Basic Education, Adult Secondary Education and English Language Acquisition instruction.

- TABE 9/10, 11/12
- CASAS
- BEST Plus and BEST Literacy

Research on past year's data of learner outcomes revealed that programs with strong assessment practices had higher learner outcomes. Strategies implemented by the PDN included technical assistance focusing on the reinforcement of the standardization of assessment practices. To support proper test administration within programs, the PDN offered regional in-person trainings for BEST Plus, BEST Literacy and CASAS. A checklist of approved testing practices and policy recommendations was developed and disseminated. The ICCB Adult Education programs began the usage of TABE 11/12 on July 1, 2018. A transition period through 12/31/2018 gave programs adequate time to move from 9/10 to 11/12. Usage of 9/10 concluded on 12/31/2018. The PDN offered both an online course and a live webinar for TABE 11/12 which became a two-part online training in January 2019. All programs participated in the TABE 11/12 assessment training. ICCB is currently exploring the option to use the CASAS GOALS series with our ABE/ASE students. A pilot study will begin in August 2019.

Distance Education and Technology

In order to expand access and model the use of Distance Education and Technology while increasing digital literacy awareness, the PDN maintained a majority of its professional development courses in hybrid and online formats. These trainings were offered through asynchronous and synchronous methods on the Illinois iLearn Moodle Learning Management System. A complete listing of PD trainings dates, locations, formats, and registration information are provided on the Excellence in Adult Education website (excellenceinadulthood.com). The ICCB also continues to use the i-Pathway instructional technology system, an Illinois developed program, as the primary instructional tool used in Illinois by ABE and ASE programs to provide supplemental instruction and distance learning for students. <https://www.i-pathways.org/>.

With increased demand for digital literacy, technology use, and distance education for teachers and students, the ICCB received direct technical assistance from nationally recognize experts through participation as part of the Improving Education for Adult Learner (IDEAL) Consortium project sponsored through the Ed Tech Center at World Education. Our participation has helped us to provide the adult education system with professional development and technical assistance in the development of distance education and technology usage plans within their program design.

Additionally, ICCB staff, trainers from the PDN, and 10 programs attended the Washington State I-DEA (Integrated Digital English Acceleration) training in FY18. I-DEA provided guidance on the development and implementation of flipped hybrid ESL courses. As programs developed their own ESL flipped classrooms, the PDN facilitated a community of practice for I-DEA practitioners utilizing both face-to-face and virtual meetings targeting program administrators and teachers to discuss and share experiences, challenges, and solutions.

Transitions

The PDN network continues to grow and support Integrated Education and Training (IET) programs through the Integrated Career and Academic Preparation System (ICAPS) as well as through Bridge programs. The PDN, in partnership with the CTE professional developers, offers training opportunities that aid adult education providers in the development of IET courses, curriculum, team teaching strategies, partnerships, integrated learning outcomes, and comprehensive student support service activities. The training opportunities consisted of a year-long Transitions Academy and a webinar series addressing the development and delivery of the components of an ICAPS/IET program. The PDN developed an ICAPS/IET Planning Template to assist programs in the development of both credit (ICAPS Model 1) and non-credit (ICAPS Model 2) programs. Each of these models will allow students to obtain industry-recognized credentials and sustainable employment. This template was distributed to programs attending the Transitions Academy and made available on the Transitions Academy website to programs throughout the state.

In collaboration with the CTE professional developers, the PDN added additional resources to the three menus of resources on the ICAPS website (Team Teachers, Career Navigators, and Administrators). A Transitions Blog was maintained to keep the ICAPS and Bridge program administrators and instructors informed as well as to provide a place to share effective practices among providers. Additionally, the PDN provided technical assistance to instructors and career navigators participating in the IL Instructional Professional Pathways of professional development as well as the Professional Pathway for Career Navigators. Targeted professional development is provided to individuals as Transitions Specialists, Bridge Master Teachers, and ICAPS Master Teachers. The following professional development was developed and delivered in FY19:

- *Using Logic Models to Develop ICAPS/IET*
- *Using the ICAPS/IET Process for All Levels of Students=Retention, Relevance...Real Life*
- *Transitions for Intermediate Levels Adult Education Students.*

FY 2018-2019 Bridge/IET Sectors (12)

<i>ICAPS/IET Programs</i>		<i>Bridge Programs</i>	
Health Sciences	14	Health Sciences	12
Manufacturing	18	Education and Training	1
Information Technology	7	Manufacturing	14
Transportation, Distribution, & Logistics	5	Transportation, Distribution, & Logistics	6

Business Management & Administration	7	Hospitality & Tourism	3
Architecture & Construction	1	Information Technology	3
		Business Management & Administration	1

Special Learning Needs

To ensure all providers have the resources and high quality services to serve all students with special learning needs, the PDN continues to offer systematic SLN professional development to adult education providers. American Disability Act (ADA) Coordinator online training courses, in-person workshops, and ongoing technical support is continuously offered to ensure each program has at least one SLN Resource Specialists on staff. These trainings are updated on an ongoing basis to make certain promising practices and current research are incorporated in instruction.

Statewide Meetings, and Conferences

The ICCB continues to host statewide meetings and conferences utilizing the PDN to ensure the dissemination of best practices; continuous improvement of adult education and English Language acquisition instruction; partnership development and service integration; and the expansion of innovative Bridge and IET, IECLE models. Mandatory meetings for all Adult Education provider administrators and leadership staff were held throughout the state to present policy updates, discuss state performance measures, and share overarching goals and objectives. These meetings enabled program administrators, staff from the PDN network, and leadership staff from the ICCB to interact and identify programs needing additional technical assistance through professional development.

To encourage program innovation and partnership, the ICCB Adult Education Department held a Transition Academy and a joint conference with postsecondary Career and Technical Education partners titled the Forum for Excellence designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion.

- *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).*

To ensure high quality adult education services that meet or exceed state targets, the ICCB staff continues to monitor and evaluate performance data in the states Data and Information System Illinois (DAISI). Regional staff provide on-going monitoring of compliance through on-site visits, desk-top monitoring, and regular review of data. This continual monitoring allows for the ICCB staff to identify program trends and potential areas of concern and coordinate technical assistance through regional support or the PDN. Additionally, programs that are performing under the state average were placed on a probation/watch list and received technical assistance from state staff to develop a plan for improvement of program performance. Real-time data analysis of instructional units, student attendance hours, post-test scores and educational skill gains are routinely conducted to ensure the quality of adult education activities.

Specialized training was also provided regularly throughout the year to ensure that Adult Education (AE) program administrators and staff understand how to access their program performance data through DAISI to conduct real-time data analysis of the program activities and outcomes.

2. Performance Data Analysis

In Fiscal Year 2019, Illinois Adult Education met the state negotiated target of 44%, meeting 10 of 11 EFL targets as established under National Reporting System (NRS) guidelines. All data is reported through the state data (DAISI) system. Below is a summary by EFL of the number of students enrolled, the outcomes, and completions.

Entering Education Functioning Level	1st Period of Participation								All Periods of Participation			
	Total Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1	590	0	83,487	305	6	115	170	52.71%	602	306	6	51.82%
ABE Level 2	3,986	0	491,979	1,615	153	928	1,443	44.35%	4,045	1,632	153	44.12%
ABE Level 3	6,753	0	776,566	2,098	634	2,012	2,643	40.45%	6,857	2,119	634	40.14%
ABE Level 4	5,780	0	645,297	1,346	990	2,068	2,366	40.41%	5,870	1,358	990	40.00%
ABE Level 5	2,206	0	257,891	467	524	873	866	44.92%	2,227	469	524	44.58%
ABE Level 6	1,491	0	192,517	61	438	751	679	33.46%	1,519	68	438	33.31%
ABE Total	20,806	0	2,447,737	5,892	2,745	6,747	8,167	41.51%	21,120	5,952	2,745	41.17%
ESL Level 1	1,699	0	197,405	1,038	0	412	249	61.09%	1,721	1,053	0	61.18%
ESL Level 2	3,390	0	375,320	2,065	2	790	535	60.97%	3,449	2,102	2	61.00%
ESL Level 3	5,610	0	607,932	3,314	10	1,218	1,078	59.25%	5,709	3,373	10	59.25%
ESL Level 4	8,588	0	957,986	4,108	26	2,112	2,368	48.13%	8,784	4,209	26	48.21%
ESL Level 5	7,859	0	928,413	3,671	33	1,937	2,251	47.13%	8,019	3,735	33	46.98%
ESL Level 6	7,453	0	861,404	1,868	53	2,420	3,165	25.77%	7,615	1,894	53	25.56%
ESL Total	34,599	0	3,928,460	16,064	124	8,889	9,646	46.78%	35,297	16,366	124	46.71%
Grand Total	55,405	0	6,376,197	21,956	2,869	15,636	17,813	44.80%	56,417	22,318	2,869	44.64%

Six NRS Core Indicators of Performance

In FY18 through FY19, Illinois Adult Education providers' performance were measured for outcomes by the following NRS Core Indicators of Performance:

- Employment Rate 2nd Quarter:** Of the total 29,707 participants who exited programs, 27.59% of those were in unsubsidized employment during second quarter.
- Employment Rate 4th Quarter:** Of the total 35,159 participants who exited programs, 28.22% were in unsubsidized employment during fourth quarter.
- Median Earnings:** The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program was \$4,650.00.
- Credential Obtainment:** 46.15% of program participants obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.
- Measurable Skill Gains:** 44.64% of 55,405 participants during FY2019 who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment.
- Effectiveness in Serving Employers:** (Statewide aggregate compilation) Illinois is piloting two approaches: 1. Retention with Same Employer 2nd and 4th Quarter after exit rate. The rate of retention

with the same employer during FY2019 was 67.6% of 49,011 employers. 2. Employer Penetration Rate: The employer penetration rate for FY2019 is 3.4%.

3. Integration with One-Stop Partners

The ICCB is the state-level entity responsible for Title II, is a member of the state Illinois Workforce Innovation Board (IWIB), and is represented on all state-level major Workforce Innovation and Opportunities Act workgroups and committees. To ensure statewide integration of services, the ICCB staff continue to participate as core partners within the Comprehensive One-Stop Service Centers (COSC)/American Job Centers. Services delivered include outreach, intake, orientation, skills and supportive needs assessments, program coordination and referrals, training provider performance, cost information, information on the availability of supportive services and referrals, and classroom instruction. These services are offered either on-site or via a direct linkage to a site near the COSC. Additionally, Title II partners contribute infrastructure and shared delivery system costs related to meeting their partner responsibilities.

Title II funded providers fulfill membership responsibilities on each Local Workforce Innovation Board (LWIB). A state-level Interagency Technical Assistance Team includes Title II representation and provides direct technical assistance to strengthen the Memorandum of Understanding process which includes negotiations of infrastructure costs and shared local one-stop delivery costs among partners. The Technical Assistance Team also develops regional and local plans within the twenty-two Local Workforce Investment Boards (LWIB). The ICCB continues to work with other partners around service integration in order to reduce duplication and ensure effective collaboration. Information is continually updated and made available on the Illinois WorkNet website www.illinoisworknet.com. Additionally, webinars are hosted regularly for all workforce partners (core and required), and state-level partners collaboratively send updates via email to respective partners.

4. Integrated English Literacy and Civics Education (IELCE) programs (AEFLA Section 243)

- *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

The ICCB held its first IELCE 243 competition for eligible providers in April 2017 under WIOA for FY18 provision of IELCE activities. The grant period for the approved will be from July 1, 2018 until June 30, 2020. For FY 2019, the 26 approved applicants were required to apply for continued funding based upon past effectiveness of provision of IELCE services and the ability to meet all the grant requirements in FY18. All of the 26 IELCE providers were approved for the continuation of services in FY19.

- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.*

The ICCB continues to provide research, professional development, and technical assistance to ensure the state IELCE services are meeting the guidelines of WIOA 243 regulations. ICCB convened an advisory council committee of providers to examine national models and best practices for recommendations to strengthen the state's IELCE models. Recommendations resulted in the development of an IELCE logic model that guides programs through the development of an IELCE. All PD instruction for ESL civic courses were updated to include modules introducing key WIOA concepts and connecting civic education to workforce preparation activities as well as occupational training. The ICCB continues to examine IELCE requirements to ensure programs are implementing the program as it is required under section 243.

- *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic*

self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

Under the guidance of the Unified State Plan and FY19 Adult Education policy, IELCE providers were required to collaborate with WIOA partners to ensure IELCE programs were aligned with regional and local job sector needs that lead to unsubsidized employment in in-demand industries and occupations that lead to economic sufficiency for students. Guidance and technical assistance was provided by the State to aid IELCE programs to prepare adults, including professionals with degrees and credentials in their native countries who are ELLs, to transition to unsubsidized employment in in-demand industries. A continuous challenge for the State is creating IELCE activities that yield multiple on-ramps for learners. The state recognizes that these learners come to programs with a diverse set of credentials, workforce experiences, and unique issues that need to be address. The ICCB along with it state partners have created an Adult Education Strategic Plan that includes action steps to bring stakeholders into taking a customer-centered approach to developing integrated solutions to address the needs of participants in IELCE programs. All adult education programs are required to align the IELCE activities with in-demand industries as identified in their respective regional and local plans.

The ICCB will continue to research effective national IELCE models and work with WIOA partners to implement comprehensive support services and provide technical assistance to scale effective strategies and models to meet the needs of all ELLs transitioning into postsecondary education and careers.

- *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

The State enforces policies to ensure that IELCE providers participate in regular meetings with local workforce boards and Area Planning Councils (APC) to ensure program activities are aligned with local workforce demand and economic needs. The state has developed a process for local boards to review provider applications to ensure alignment efforts at the local and regional level. This encompasses IELCE programs. Ongoing technical assistance is provided to locals on how to align activities and how each plays a critical role in helping partners achieve the goals. Under the guidance of the State Unified Plan and the updated Adult Education Strategic Plan, action steps have been developed to create aligned and integrated services with WIOA partners. The ICCB will continue to work with stakeholders in FY20 to conduct a full analysis of IELCE programs and to strengthen integration of Civics Education, workforce preparation, and occupation training that lead to employment. Past year and current data will be examined to determine program success towards achieving the indicators of performance. We continue to require IELCE programs to engage with their local boards to ensure they are addressing local workforce needs and are in alignment with key industry sectors as identified in local planning efforts. The ICCB has all of the components, including Adult Education activities, Civics competencies, and the IET, and are working toward a deliberate integration of these activities as well as meeting the needs of the local workforce. While programs and local workforce areas still struggle with a complete understanding of IELCE efforts, the ICCB will increase our training efforts to ensure a complete comprehension of IELCE requirements. During the new competitive process, the ICCB will propose to enhance these efforts to ensure compliance, alignment, and collaboration with local workforce boards.

5. Adult Education Standards

Illinois' strategic plan for implementing standards aligned curriculum and instruction began in 2014 with the integration of the Illinois Adult Education ABE/ASE Content Standards with the College and Career Readiness (CCR) Standards released by the Illinois State Board of Education as well as the Office of Career Technical and Adult Education (OCTAE). In Fiscal Year 2017, the Content Standards for English Language Learners (ELL) were updated to align with the Office of Career Technical and Adult Education (OCTAE), English Language Proficiency (ELP), and Illinois Adult education

standards (which are aligned to the state's K-12 Learning Standards). The ELP standards ensure that all adult ELL's can obtain the knowledge and skills necessary for employment and self-sufficiency through integrated workplace preparation activities, mathematics, and digital literacy.

In a continued effort to sustain high quality curriculum and instruction, the ICCB oversees the development and implementation of Content Specialist training to fulfil the mission of the CCRS sustainability plan by utilizing both experts in the delivery of technical assistance and coaching and the instructional teams of the local adult education program. Additionally, the ICCB has created a five-year implementation and sustainability plan instituting a train-the-trainer model. Cohorts of instructors who successfully complete and provide applicable evidence of standards-based instruction will be used to train the next cohort of instructors. These trainings ensure integration of the Common Core, States' Career Clusters Initiative Essential Knowledge and Skill Statements, and the International Society for Technology in Education's National Educational Technology Standards for Student with the CCR standards. This holistic and evidence-based training aligns with Goal #3, Strengthen College and Career Readiness, from *Expanding Career Pathway Opportunities in Adult Education, Strategic Directions for Illinois*, the ICCB's strategic five-year plan.

The ICCB published The Illinois State ABE/ASE Content Standards aligned with the Adult Education College and Career Readiness (CCR) Standards and the Illinois K-12 standards.

- http://www.iccb.org/pdf/adulted/publications_reports/LA_Content_Standards_5-2014.pdf
- http://www.iccb.org/pdf/adulted/publications_reports/Math_Content_Standards_7-2014.pdf

In FY17, Illinois revised its ESL standards. In FY19, the ICCB continues to update and aligned activities that professionalize the field to ensure students receive quality instruction.

- https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/IL_ESL_Content_Standards_FINAL_6-8-17.pdf

6. Programs for Corrections Education and the Education of Other Institutionalized individuals (AEFLA Section 225)

The most current recidivism rate for the state of Illinois indicates that 39% of the adult inmates released from incarceration return within three years according to the Illinois Sentencing Policy Advisory Council (SPAC). SPAC analyzed a cohort of offenders in the Criminal History Record Information system's data (SPAC2018). Several factors were used including but not limited to resource use, "frequency of crime types in Illinois, crime trends for unreported or multiple victim offenses, and specific state recidivism patterns." http://www.icjia.state.il.us/spac/pdf/The_High_Cost_of_Recidivism_Supplement_2018.pdf

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF OF THE
EXECUTIVE DIRECTOR**

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

Permanent Approval

Carl Sandburg College

- CNC Operator Certificate (17 credit hours)

Danville Area Community College

- Public Health Medical Billing Certificate (20 credit hours)

Kankakee Community College

- Manufacturing Production Certificate (14 credit hours)
- Manufacturing Logistics Certificate (14 credit hours)
- Basic Manufacturing Welding Certificate (14 credit hours)
- Manufacturing Welding I Certificate (28 credit hours)
- Basic Manufacturing Machine Tool Certificate (13 credit hours)
- Manufacturing Machine Tool I Certificate (27 credit hours)
- Basic Manufacturing Industrial Maintenance Certificate (13 credit hours)
- Manufacturing Industrial Maintenance I Certificate (27 credit hours)
- Basic Manufacturing TWDL Certificate (14 credit hours)
- Manufacturing TWDL I Certificate (27 credit hours)

Kennedy-King College

- Cybersecurity Certificate (18 credit hours)

Lake Land College

- Business Development Certificate (27 credit hours)

Lincoln Land Community College

- Clinical Medical Assistant Certificate (9 credit hours)

Malcolm X College

- Cybersecurity Certificate (18 credit hours)
- Mammography Certificate (9 credit hours)

Olive-Harvey College

- Cybersecurity Certificate (18 credit hours)

Rock Valley College

- Fundamentals of Supply Chain Management Certificate (16 credit hours)

South Suburban College

- Patient Care Technician Certificate (16 credit hours)

Harry S Truman College

- Cybersecurity Certificate (18 credit hours)

Agenda Item #10.4
January 24, 2020

Harold Washington College

- Cybersecurity Certificate (18 credit hours)
- Music Business Certificate (21 credit hours)
- Music Technology Certificate (26 credit hours)

Temporary Approval

Waubensee Community College

- Cybersecurity Certificate (24 credit hours)

Illinois Community College Board

**IBHE/ICCB - REPORT TO LEGISLATURE ON
SJR 22 (TRANSFER) AND THE STAR ACT**

As part of an ongoing review of transfer student success in Illinois, the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) developed a joint report on progress in meeting the goals of the Student Transfer Achievement Reform Act (STAR Act) (P.A. 99-316 effective January 1, 2016; amended P.A. 100-0824 effective August 13, 2018) as well as a review of progress in meeting the goals of the Illinois Articulation Initiative Act (099-0636) in response to Senate Joint Resolution 22.

Illinois is recognized nationally as a model for transfer student success. Illinois now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges, significantly exceeding the national average. The Illinois Articulation Initiative (IAI), created in 1993, is a mature, coordinated, well-functioning state system that serves an average of 45,000-50,000 transfer students annually and includes 110 participating public and private institutions. The IAI is designed to support students who have not necessarily determined the specific majors they want to pursue or the particular institutions to which they would like to transfer.

The activities reported in this document represent key steps in a process, led by the ICCB and IBHE in partnership with academic leaders and faculty across Illinois, to advance solutions to issues identified. ICCB and IBHE staff are closely collaborating on that review and have jointly convened a statewide transfer working group charged with identifying shortcomings in existing practices, new conditions that affect student transfer in Illinois, and solutions.

Notable findings include:

- All public universities report that a student with an earned Associate of Arts or Associate of Science is eligible for transfer into a baccalaureate program with junior status and admission to an academic program, subject to program capacity, if the student meets the requirements of the transfer degree and major-specific prerequisites.
- IBHE and ICCB adopted a statewide policy and associated rules for reverse transfer applicable to two- and four-year institutions in order to maximize degree completion.
- All two- and four-year public institutions have policies for the awarding of military credit. American Council on Education recommendations form the basis for awarding that credit.
- Effective January 2019, community colleges became eligible to award students the GECC (General Education Core Curriculum) credential, which represents the general education component of the IAI GECC within the associate of arts degree. This provides evidence of completion as well as documentation of a significant milestone in the transfer pathway.
- The full IAI GECC package will satisfy all lower-division general education requirements at all public universities. For students who have not completed the full package, individual articulated courses will be counted per IAI GECC agreements.

The report also identifies specific opportunities for improvement in four areas:

- Improve transparency to improve advising and maximize student success.
- Refine processes and strategies related to transfer.
- Create and improve transfer and academic pathways.
- Ensure appropriate resources to maximize transfer student success.

Four-Year Report on Progress in Meeting the Goals of the **Student Transfer Achievement Reform Act (STAR Act)**

*(P.A. 99-316 effective January 1, 2016; amended
P.A. 100-0824 effective August 13, 2018)*

Review of Progress
in Meeting the Goals of
the Illinois Articulation Initiative
Act (099-0636), Responding to
Senate Joint Resolution 22



Illinois Board of Higher Education

Submitted by



Illinois Community College Board

January 9, 2020



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OF HIGHER EDUCATION**

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EXECUTIVE SUMMARY

As part of an ongoing review of transfer student success in Illinois, the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) developed a joint report on progress in meeting the goals of the Student Transfer Achievement Reform Act (STAR Act) (P.A. 99-316 effective January 1, 2016; amended P.A. 100-0824 effective August 13, 2018) as well as a review of progress in meeting the goals of the Illinois Articulation Initiative Act (099-0636) in response to Senate Joint Resolution 22.

Illinois is recognized nationally as a model for transfer student success. Illinois now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges, significantly exceeding the national average.

The Illinois Articulation Initiative (IAI), created in 1993, is a mature, coordinated, well-functioning state system that serves an average of 45,000-50,000 transfer students annually and includes 110 participating public and private institutions. The IAI is designed to support students who have not necessarily determined the specific majors they want to pursue or the particular institutions to which they would like to transfer. It is a model for transfer initiatives in other states, including Indiana, Missouri, and California. Over 6,800 general education courses are included in IAI across 194 course categories. Those courses are reviewed regularly by 21 statewide panels comprised of over 400 two- and four-year faculty, thereby ensuring that IAI-approved courses remain relevant and adhere to IAI policies. This state system is further supplemented by a robust set of intra-institutional and programmatic transfer agreements.

While there is much Illinois can be proud of, the STAR Act and SJR 22 provide the impetus for a broad, statewide review of transferability in order to advance the state's 60x25 attainment goal. Consequently, the activities reported in this document represent key steps in a process, led by the IBHE and ICCB in partnership with academic leaders and faculty across Illinois, to advance solutions to issues identified. IBHE and ICCB staff are closely collaborating on that review and have jointly convened a statewide transfer working group charged with identifying shortcomings in existing practices, new conditions that affect student transfer in Illinois, and solutions.

In fall 2019, the transfer working group conducted a survey of all public universities in response to mandates included in the STAR Act and SJR 22. The responses, combined with information gathered by the ICCB from all public community colleges, are summarized in this report.

Notable findings include:

- 68.4% of transfer students with a completed associate degree in the study's largest cohort group of 3800 graduated within three years of transfer. This compares very favorably to the national average rate of 60% for students who start at public universities full-time and complete at the same university.

- All public universities report that a student with an earned Associate of Arts or Associate of Science is eligible for transfer into a baccalaureate program with junior status and admission to an academic program, subject to program capacity, if the student meets the requirements of the transfer degree and major-specific prerequisites.
- IBHE and ICCB adopted a statewide policy and associated rules for reverse transfer applicable to two- and four-year institutions in order to maximize degree completion.
- All two- and four-year public institutions have policies for the awarding of military credit. American Council on Education recommendations form the basis for awarding that credit. IBHE and ICCB are currently exploring statewide policies for awarding of military credit in collaboration with the Midwest Higher Education Compact's Multi-State Collaborative on Military Credit (MCMC).
- Effective January 2019, community colleges became eligible to award students the GECC (General Education Core Curriculum) credential, which represents the general education component of the IAI GECC within the associate of arts degree. This provides evidence of completion as well as documentation of a significant milestone in the transfer pathway.
- The full IAI GECC package will satisfy all lower-division general education requirements at all public universities. For students who have not completed the full package, individual articulated courses will be counted per IAI GECC agreements. In some cases, a grade of C or better will be required to satisfy licensure or accreditation requirements.

The report also identifies fifteen specific opportunities for improvement in four areas:

- Improving Transparency to Improve Advising and Maximize Student Success;
- Refining Processes and Strategies;
- Creating and Improving Pathways; and
- Ensuring Appropriate Resources to Maximize Transfer Student Success.

The transfer working group, in collaboration with IBHE and ICCB staff, will convene frequently in the spring and summer of 2020 to discuss those opportunities and make specific recommendations for action, including best practices, policies, and procedures.

I. INTRODUCTION AND CONTENTS

This document responds to two reporting requirements both relating to student transfer among Illinois institutions of higher education and, specifically, the Illinois Articulation Initiative (IAI):

1. The four-year report on progress in meeting the goals of the Student Transfer Achievement Reform (STAR) Act as mandated by section 25 (b) of the Act (ILCS 150/25), effective January 1, 2016.
2. A review of progress in meeting the goals of the Illinois Articulation Initiative Act (099-0636), effective January 1, 2017 as mandated by Senate Joint Resolution 22.

The STAR Act is designed to facilitate transfer among Illinois public institutions, particularly for students with a completed Associate of Arts or an Associate of Science degree. In compliance with section 25(b), this report summarizes the implementation of the Act within four years of the Act's effective date.

Senate Joint Resolution 22 (SJR 22) directs the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) to review the IAI General Education Core Curriculum (GECC) and its implementation on Illinois campuses. Its purpose is to gauge attainment of the goals of the Illinois Articulation Act, 099-0636, effective January 1, 2017 and to identify any shortcomings in meeting those goals.

II. CONTEXT OF POSTSECONDARY TRANSFER IN ILLINOIS

This report will address the Student Transfer Achievement Reform Act (STAR Act) and Senate Joint Resolution 22 specifically, but both the IBHE and the ICCB are conducting this review in the context of a larger, ongoing review of transferability of credit in its many forms.

Illinois now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges.

“Transfer credit” consists of courses that transfer from one campus to another – the credit most commonly associated the term – but also dual enrollment credit, Advanced Placement (AP) and International Baccalaureate (IB) credit, College Level Examination Program (CLEP), military credit, credit from prior learning assessment (PLA) and proficiency credit that may be awarded by individual institutions.

Transfer among Illinois institutions of higher education has been extremely successful. Illinois now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges. With the latest cohort for which data are available, Illinois is not only the national leader in transferability; it exceeds the national average by a noticeable margin. 53.8% of Illinois community college students who transferred to four-year colleges completed a bachelor's degree within six years. This bachelor's degree completion rate was 11.6 percentage points higher than the national average of 42.2%. A complete report on transfer student success in Illinois is included as Appendix A.

Underlying Illinois' success in transfer degree attainment are complex patterns of student transfer. Some students begin at their community college with a major decided upon as well as a four-year university chosen to complete their degree. Others may transfer among several community colleges and universities, a phenomenon known as "the swirl." Many students embark on post-secondary education with no firm major in mind and no choice of a transfer university. The Illinois Articulation Initiative was created in 1993 for this last category of students – those with no major selected and no chosen transfer institution.

The Illinois Articulation Initiative is a mature, coordinated, well-functioning system that includes 110 participating public and private institutions.

The Illinois Articulation Initiative is a mature, coordinated, well-functioning system that includes 110 participating public and private institutions. Over 6,800 general education courses are active in the IAI GECC spread across 194 course categories. Those courses are reviewed regularly by 21 statewide panels comprised of over 400 two- and four-year faculty, thereby ensuring that IAI-approved courses remain relevant and adhere to IAI policies. These panels typically include department heads, deans or chief academic officers as well. IAI has served as a model for transfer initiatives in other states, including Indiana, Missouri, and California.

Illinois' achievement in facilitating student transfer reflects the higher education system's long history of collaborative structures and organizations devoted to best practices for student success, including transition from high school to college and transfer among institutions of higher education. ICCB and IBHE representatives connect with and participate in all these groups:

- The Faculty Advisory Committee to the IBHE, an organization unique among the states, provides the IBHE with faculty perspectives on key issues. Faculty members represent institutions of higher education from all sectors and regions of Illinois.
- The Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO) founded in 1923 and currently representing 100 public and private institutions statewide, meets regularly to share information on enrollment trends, technology, and legislation.
- The Illinois Association of College Admission Counseling (IACAC) brings together admissions professionals from secondary and higher education as well as financial aid officers to form one of the most active groups in the state. IACAC coordinates college fairs, articulation events and, through its many committees, seeks to serve students transitioning from high school to college as well as the needs of transfer students.
- The Illinois Academic Advising Association (ILACADA) is a statewide organization that meets to share best practices in student advisement, including advisement of transfer students.

- The Transfer Coordinators (TC) for Illinois Colleges and Universities brings each Illinois public two- and four-year institution and 37 private four-year and two-year institutions focused on transfer issues for students, implementation of transfer policies and requirements and communication across all levels of higher education. Representatives from the Illinois Community College Board and the Illinois Board of Higher Education, as well as IAI and MyCreditsTransfer, also participate.
- The Illinois Association for Institution Research is a statewide professional organization comprised of institutional researchers and analysts at colleges and universities in Illinois. IAIR promotes institutional research in postsecondary education as a professional activity and disseminates information about the methods and content of institutional research.
- Campus-based transfer coordinators are an essential resource for students planning to transfer. They also serve as vocal advocates for transfer students on their campuses and through service to the organizations above.
- Individual faculty initiatives also serve to facilitate transfer through alignment of curriculum. A recent example, partially funded by the National Science Foundation, brought community college and university faculty in the geosciences together to discuss transfer issues.

III. ONGOING REVIEW AND DATA COLLECTION

While there is much Illinois can be proud of, the STAR Act and SJR 22 provide the impetus for a broad, statewide review of transferability. Consequently, the activities reported in this document represent key steps in a process, led by the IBHE and ICCB in partnership with academic leaders and faculty across Illinois, to advance solutions to issues identified. IBHE and ICCB staff are closely collaborating on that review and have jointly convened a statewide transfer working group charged with identifying shortcomings in existing practices, new conditions that affect student transfer in Illinois, and solutions. That group is meeting regularly in 2019-2020 and is comprised of campus experts in several appropriate areas, including faculty, chief academic officers, registrars, advisors, and transfer coordinators from both community colleges and public universities. This ongoing review will address requirements and recommendations of the Illinois Articulation Act (099-0636), the STAR Act, the Postsecondary and Workforce Readiness Act (PWR Act) (099-0674), as well as Senate Joint Resolutions 22 and 41. A membership list is included as Appendix B.

To assist this group with its work, a survey was sent by the IBHE to registrars and academic leadership at all public universities in Illinois on November 4, 2019. That survey included questions addressing the various requirements of the STAR Act as well as those of SJR 22. Responses are summarized below. The survey is included as Appendix C.

Data Collection and Analysis

To fulfill the reporting requirements set forth in the STAR Act, Illinois Board of Higher Education staff worked collaboratively with Illinois Community College Board staff to develop and execute a plan for data analysis that involved matching information across their respective data systems using the Illinois Longitudinal Data System (ILDS). Through a mutually beneficial data sharing agreement for data deriving from IBHE's Illinois Higher Education information system and ICCB's Centralized Data System, IBHE provided ICCB with a file of new transfer students who enrolled at all twelve Illinois public universities from Academic Year (AY) 2014-15 through AY 2017-18. The data sharing agreement provides the foundation for additional research within the transfer space and improved reporting of transfer student outcomes above and beyond the information that is statutorily required. ICCB then matched those students with enrollment and degree completion information specific to Illinois community colleges, such as whether the given individual earned an associate degree, and if so, during which semester, at which community college, and in which major.

Consistent with the data requested in the STAR Act, analysis was limited to new transfer students who initially enrolled full-time during their first semester at an Illinois public university. A full description of the methodology used as well as a chart indicating the majors of community college students is included as Appendix D.

Data analysis is broken out into four sections: Transfer Student Enrollment, Transfer Student Progression, Transfer Student Bachelor's Degree Completion, and Credit Accumulation and Time to Degree. The STAR Act assumes that students declare a specific major at the community college while the associate degree is usually more general in nature. Approximately 90% of community college students are currently classified in two generalist majors, making it difficult to track their progression according to the criteria established in the Act.

Transfer Student Enrollment

The number of new community college students who transferred to an Illinois public university and enrolled full-time, as well as the percentage of those students completing associate degrees prior to transfer as depicted in *Figure 1*. The information is disaggregated by cohort. The overall number of new full-time transfer students from Illinois community colleges at Illinois public universities declined slightly from 2014 to 2015 and 2016 (about -2.5%) and increased by 5% from 2016 to 2017. As illustrated in *Figure 1*, there was a +6.3 percentage point increase in the proportion of community college transfer students with associate degrees from 2015 to 2016, but a somewhat similar -6.9 percentage point decline from 2016 to 2017.

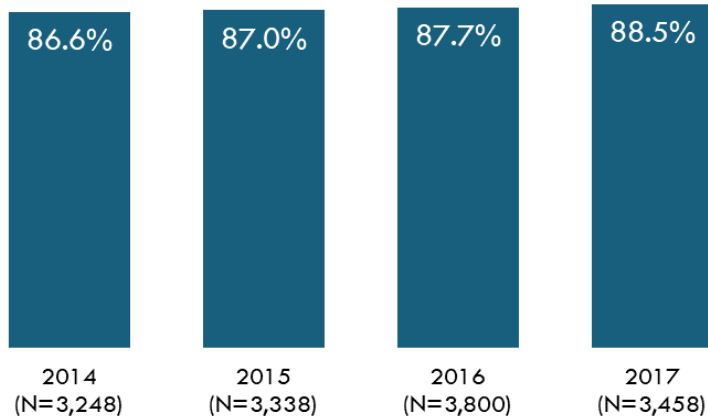
Figure 1: Transfer Student Enrollment

	2014	2015	2016	2017
New Full-Time Transfers from Illinois Community Colleges	7,561	7,369	7,371	7,737
New Full-Time Transfers from Illinois Community Colleges with Associate Degrees	3,248	3,338	3,800	3,458
% of New Full-time Transfers from Illinois Community Colleges with Associate Degrees	43.0%	45.3%	51.6%	44.7%

Transfer Student Progression

Fall to fall retention was institution specific and established by measuring whether a new community college transfer student with an associate degree was still enrolled at their first Illinois public university during their second fall semester. As shown in Figure 2, fall to fall retention was stable across all four cohorts, with slight incremental increases among the more recent cohorts. More importantly, a high proportion of the cohort members were retained (nearly seven out of every eight). These retention rates were somewhat higher than the parallel measure for first-time full-time direct entrants at all public universities (81%) and the parallel measure for all first-time full-time community college students (62%)¹.

Figure 2: Fall to Fall Retention by Cohort



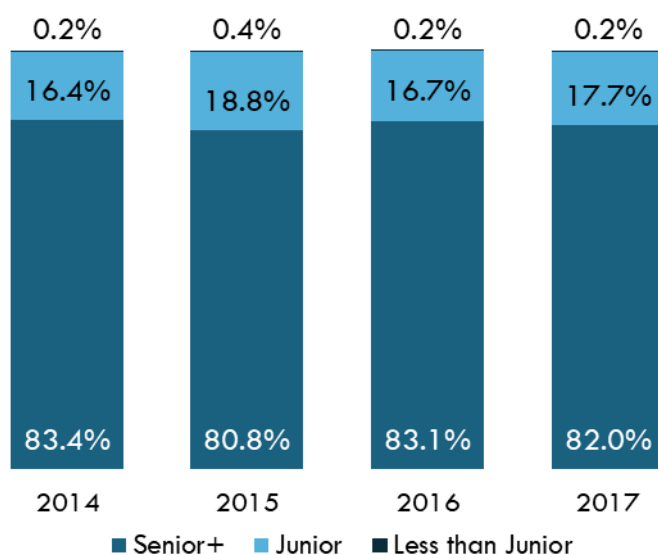
Progression to Senior Status

Progression to senior class status was measured among the cohort members who were retained to the fall semester of their second academic year. As shown in Figure 3, more than four out of every five of the retained members of each cohort advanced to senior class status during the subsequent fall semester. There was not much variation across the four cohorts in terms of the proportion progressing from junior to senior status within one academic year. More importantly, only a small fraction of each

¹ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (May 2019), *The Condition of Education at a Glance*. Washington, DC. https://nces.ed.gov/programs/coe/indicator_ctr.asp

cohort had a class status that was lower than junior (0.2% for the 2014, 2016, and 2017 cohorts and 0.4% for the 2015 cohort). The remainder of the retained students from each cohort continued with junior class status. This ranged from a low of 16.4% for the 2014 cohort to a high of 18.8% for the 2015 cohort.

Figure 3: Class Status During the Second Fall Semester among Retained Students by Cohort



Retention by Major Alignment

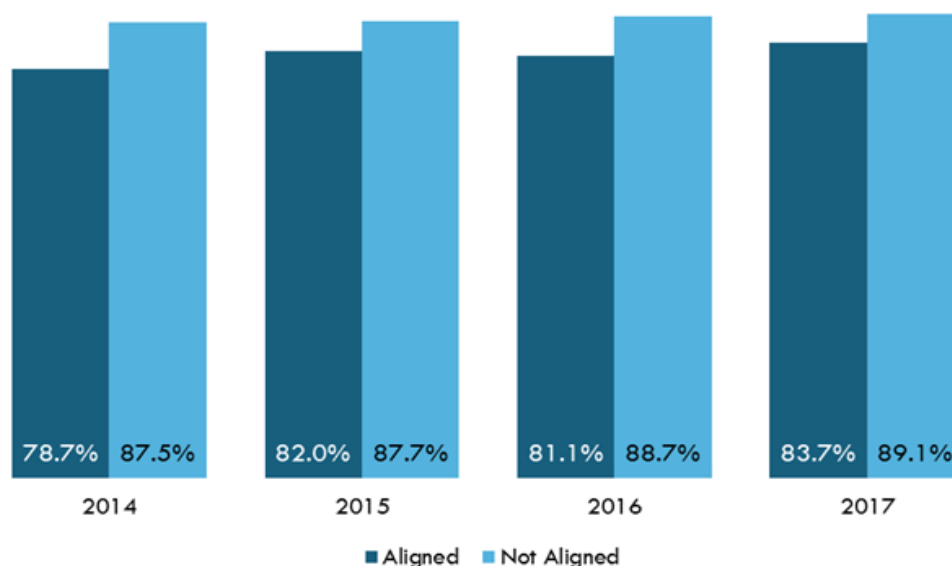
In considering the relationship between community college major and university major, it is essential to note that, currently, the overwhelming majority (approximately 90%) of community college transfer students attaining associate degrees are completing programs in either Liberal Arts and Sciences or Multi/Interdisciplinary Studies as indicated by a 2-digit Classification of Instructional Programs (CIP) code. This was consistent across all four cohorts and is characteristic of the general nature of the majority of associate degrees. Appendix D contains a full accounting of community college majors according to the 2-digit CIP code classification currently in use as well as the number and percentage of students in each.²

ICCB introduced a data element as part of its Centralized Data System for students in transfer degree programs which includes the 6-digit CIP code that best corresponds with the student’s area of concentration. The collection of transfer degree area of concentration at the community college-level currently varies across the system. ICCB will continue to collect and evaluate the feasibility of using transfer degree area of concentration with IBHE as it pertains to examining major and transfer. While the IAI focuses on assisting students with no chosen transfer institution or a goal to transfer without certainty of major, tracking students by the CIP code associated with their area of concentration may potentially enhance the ability of ICCB and IBHE to track both students with an identified major and destination school as well as those who have not decided.

² For more information on CIP codes see: <https://nces.ed.gov/ipeds/cipcode/FAQ.aspx?y=55>

The following information highlights the fall to fall retention outcomes by the alignment, or the lack thereof, between one’s community college major and the first post-transfer major. As shown in *Figure 4*, the students with alignment between their community college and current majors were somewhat less likely to be retained at the beginning of year 2. However, the retention rate among those with an aligned major improved among the more recent cohorts, slightly narrowing the difference.

Figure 4: Fall to Fall Retention by Alignment Between Majors



Transfer Student Bachelor’s Degree Completion

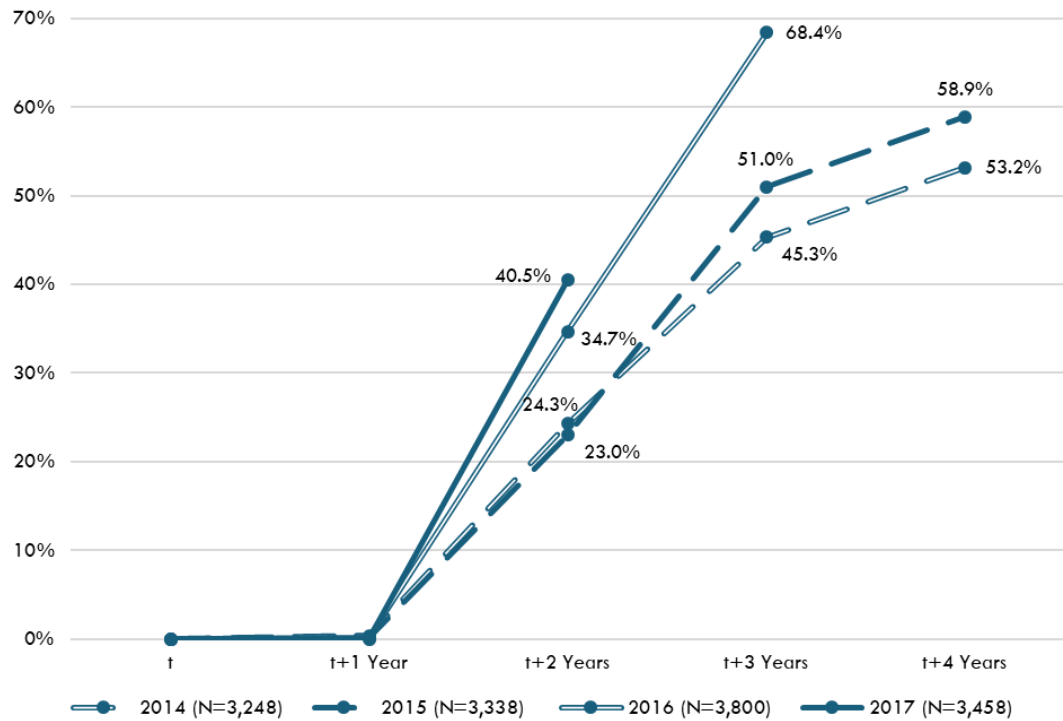
The analysis revealed large incremental increases in bachelor’s completion rates among the more recent cohorts. In examining the rates of completion within two years of transfer, there were noticeable increases among the 2016 and 2017 cohorts. As illustrated in *Figure 5*, the rate of completion within two years of transferring was 34.7% among the 2016 cohort and 40.5% among the 2017 cohort and these rates were noticeably higher than the 2014 (24.3%) and 2015 cohorts (23.0%). The large increase in the rate of bachelor’s degree completion among the more recent cohorts within three years of transfer is also noteworthy. The rate increased from 45.3% for the 2014 cohort to 51.0% for the 2015 cohort, and then jumped to 68.4% for the 2016 cohort, which also happened to be the largest cohort. Also, the bachelor’s completion rate for the 2016 cohort within three years (t+3), was substantially higher than the bachelor’s completion rates within four years of transfer for the 2014 and 2015 cohorts.

For national context, the average institution-specific completion rate (as measured through the Integrated Postsecondary Education Data System, or IPEDS) for the entire cohort of students who start full-time at public universities was 60% in 2017.³ According to the National Student Clearinghouse (NSC), 56% of the fall 2013 entering cohort completed a degree at the original institution within six years, while an

³ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (September 2018), *Digest of Education Statistics: 2018 Tables and Figures*. Washington, DC. https://nces.ed.gov/programs/digest/d18/tables/dt18_326.10.asp

additional 11% completed a degree elsewhere.⁴ It should be noted that the NSC cohort definition is more inclusive and enrollment intensity is not considered when calculating those specific measures, as is done with IPEDS. In comparison, the IPEDS method for establishing the cohort used to calculate that specific completion rate limits the group to first-time full-time students only.

Figure 5: Cumulative Rates of Bachelor's Degree Completion by Cohort



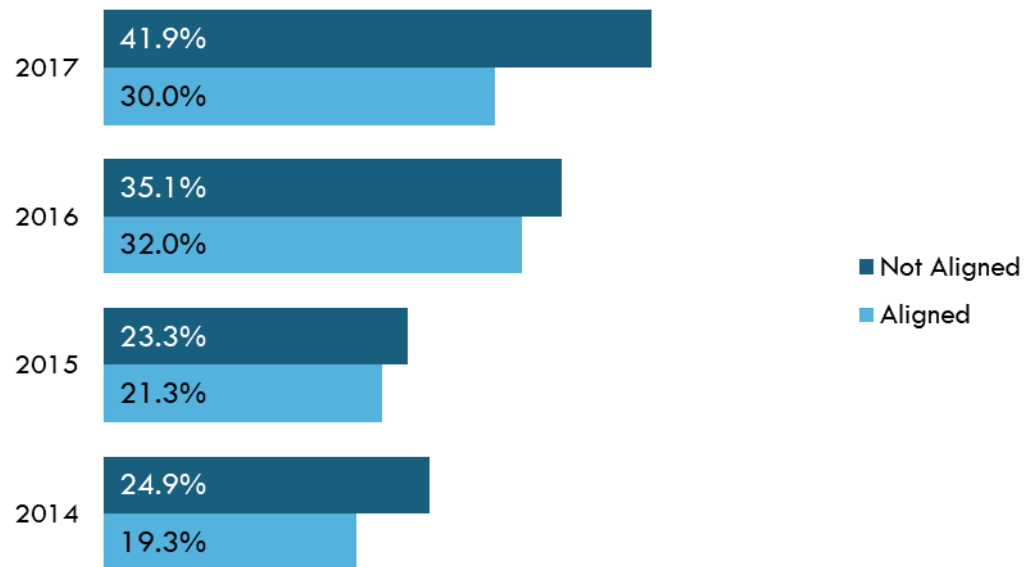
Note: t=initial semester of transfer

Bachelor's Degree Completion by Major Alignment

This section highlights the bachelor's degree completion rates within two years of initial transfer by the alignment, or the lack of alignment, between one's community college major and the first post-transfer major. As shown in Figure 6, the students with alignment between their community college and first public university majors had somewhat lower rates of degree completion when compared to others within their respective cohorts lacking such alignment. The differences based on alignment within the cohorts were somewhat larger for the 2014 (5.6 percentage points) and 2017 (11.9 percentage points) cohorts and more muted for the 2015 (1.2 percentage points) and 2016 (3.1 percentage points) cohorts.

⁴ Shapiro, D., Ryu, M., Huie, F., Liu, Q., and Zheng, Y. (December 2019), *Completing College 2019 National Report (Signature Report 18)*, Herndon, VA: National Student Clearinghouse Research Center. https://nscresearchcenter.org/wp-content/uploads/Completions_Report_2019.pdf

Figure 6: Bachelor's Degree Completion within Two Years of Transfer by Alignment Between Majors



When the time horizon for bachelor's degree completion is extended and measured within three years of initial transfer, the previously mentioned within cohort differences based on alignment status are essentially eliminated (see Figure 7).

Figure 7: Bachelor's Degree Completion within Three Years of Transfer by Alignment Between Majors

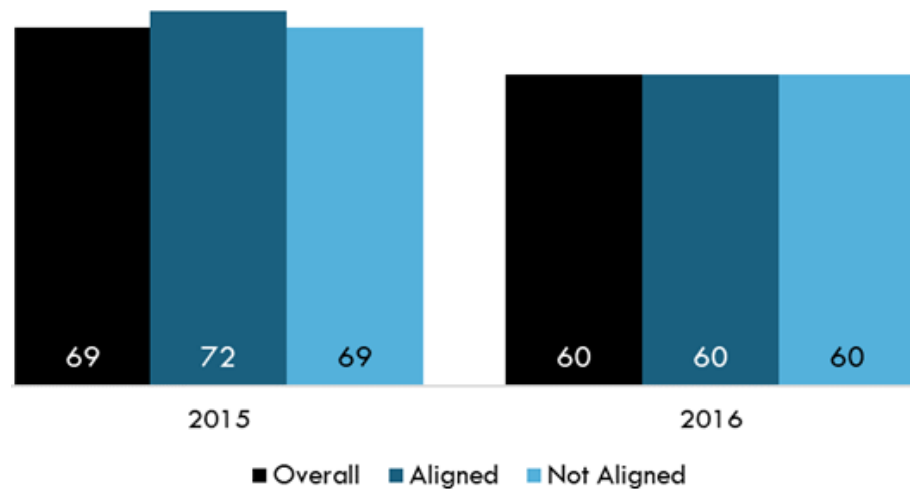


Credit Accumulation and Time to Degree

Due to the time horizon variation across the cohorts (see Appendix D) and completeness issues specific to the credit hours variables submitted for the 2014 cohort, the credit accumulation and time to completion measures were limited to the 2015 and 2016 cohorts and calculated for cohort members completing within three years of initial transfer. The average number of credits accumulated among bachelor's degree completers from the 2015 cohort was 69, while the same measure was 60 for the 2016 cohort. This represented a fairly large difference between the two cohorts (see *Figure 8*).

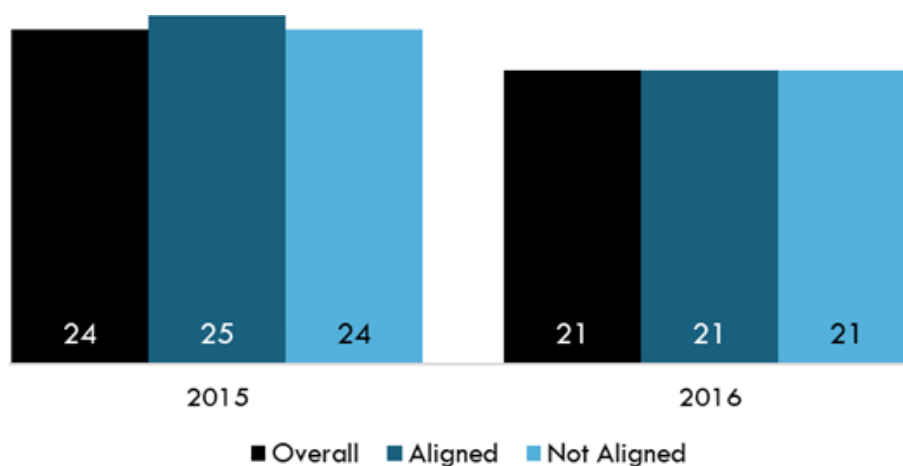
When disaggregated by the alignment of the community college major to the degree major, slight differences existed within the 2015 cohort. For the 2015 cohort, completers with aligned majors required slightly more credit hours (72) than their cohort peers without aligned majors (69 hours). Among the 2016 cohort, completers with and without aligned majors accumulated an average of 60 credits, indicating no difference in credit accumulation by the alignment between one's community college major and the major associated with their bachelor's degree.

Figure 8: Mean Credit Hour Accumulation among Bachelor's Degree Completers by Alignment between Majors



In terms of time to degree, as measured in months, the bachelor's completers from the 2015 cohort took 24 months to finish their respective degrees (based on the median). In comparison, the bachelor's completers from the 2016 cohort took 21 months to finish (based on the median). For this metric, there was not much within cohort variation based on the alignment of one's community college major to the major associated with their bachelor's degree.

Figure 9: Median Time to Degree (in months) among Bachelor's Degree Completers by Alignment between Majors



IV. FOUR-YEAR REPORT ON PROGRESS IN MEETING THE GOALS OF THE STUDENT TRANSFER ACHIEVEMENT REFORM (STAR) ACT

(P.A. 99-316 EFFECTIVE JANUARY 1, 2016; AMENDED P.A. 100-0824 EFFECTIVE AUGUST 13, 2018).

The STAR Act is composed of several sections listed below. The survey developed for public universities addresses each of these sections.

- Section 10 (a) (110 ILCS 150/10) states that a student with an earned Associate of Arts or Associate of Science is “deemed eligible for transfer into a baccalaureate program of a State university if the student meets the requirements of the transfer degree and major-specific prerequisites and obtains a minimum grade point average of 2.0 on a 4.0 scale.”
- Section 10 (b) states that a community college district shall develop and grant associate degrees to facilitate transfer per section (a).
- Section 10 (c-e) encourages cooperation among institutions, particularly through articulation agreements, encourages community colleges to accept credit earned at other institutions as part of degrees for transfer, and specifically allows remedial coursework as necessary to successfully complete a degree for transfer.
- Section 15 (110 ILCS 150/15) states that a “State university shall admit and grant junior status in a program, subject to available program capacity, to any Illinois community college student who meets all requirements of Section 10; has completed all lower-division prerequisites and meets the admission requirement of the State university’s program or major.”
- Section 20 (a) (110 ILCS 150/20) mandates that a “State university may not require a student transferring pursuant to this Act to take more than 60 additional semester units beyond the lower-division major requirements for majors requiring 120 semester units, provided that the student remains enrolled

in the same program of study and has completed university major transfer requirements.”

- Section 20 (b) mandates that a “State university may not require students transferring pursuant to this Act to repeat courses that are articulated with those taken at the community college and counted toward an associate degree for transfer.”
- Section 20 (c) encourages State universities to facilitate the seamless transfer of credits toward a baccalaureate degree pursuant to the intent of this Act.
- Section 23 (ILCS 150/23) requires the IBHE and ICCB to collaborate on a policy to foster the reverse transfer of credit for any student who has accumulated at least 15 hours of credit. Section (d) also directs the boards to adopt a policy regarding the “award of academic credit for military training applicable to meeting a community college’s requirements for awarding an associate degree.”
- Section 25 requires that the IBHE review the implementation of this Act and file a report on that review with the General Assembly on or before May 31, 2017, and file a four-year review reporting the outcomes of the implementation of this Act.
- Section 30 requires, beginning in the 2019-2020 academic year, that all public institutions require students with 30 completed credit hours to inform their institution of all associate or baccalaureate degree programs they are interested in pursuing. The institution shall make a reasonable attempt to conduct an advising meeting with the student to inform the student of the prerequisite requirements of those programs.

V. PROGRESS IN MEETING THE GOALS OF THE STAR ACT (ILCS 150/25)

Summary of Responses from Public Universities

Survey Question 1: *The STAR Act ([PA 099-0316](#)) states that universities should admit a student from an Illinois community college with a completed baccalaureate-oriented associate degree directly into their requested major with junior status if “the student meets the requirements of the transfer degree.” Programs are allowed to establish minimum GPA for admission and limits on enrollment due to program capacity.*

Is this in accordance with your campus policy? Please explain if not or if there are exceptions.

Section 10 (a) (110 ILCS 150/10) states that a student with an earned Associate of Arts or Associate of Science is “deemed eligible for transfer into a baccalaureate program of a State university if the student meets the requirements of the transfer degree and major-specific prerequisites and obtains a minimum grade point average of 2.0 on a 4.0 scale.”

All twelve public universities indicate that this is reflected in their policies. Some noted that certain high-demand programs have higher admission requirements as specifically allowed in Section 10 and Section 15.

Section 10 (b) states that a community college district shall develop and grant associate degrees to facilitate transfer per section (a).

All community college districts in the state offer both the Associate of Arts degree and the Associate of Science degree. Both degrees are designed to facilitate ease of transfer from community colleges to baccalaureate-granting institutions.

Section 10 (c-e) encourages cooperation among institutions, particularly through articulation agreements, encourages community colleges to accept credit earned at other institutions as part of degrees for transfer, and specifically allows remedial coursework as necessary to successfully complete a degree for transfer.

The Illinois Articulation Initiative General Education Core Curriculum is a national model for guaranteed acceptance of courses among institutions. Public institutions accept the entire IAI GECC package as fulfilling lower-division general education requirements but also accept individual courses as articulated through IAI.

Additionally, each institution maintains extensive lists of courses articulated by inter-institutional agreement. There is a well-known and long-established process for proposing and approving courses for articulation through ICCB's "Form 13." Form 13 provides a standardized format for the routing and approval of courses between a community college and a baccalaureate-granting institution and documentation of how the course will be applied at the transfer institution.

Institutions also maintain extensive transfer plans of study for specific majors to facilitate good planning and smooth transfer. These take two forms: (1) specific articulation agreements made between two institutions and (2) general guides, including IAI GECC, major, and other graduation requirements that are applicable to all students eligible for the Illinois Articulation Initiative.

Example from the survey:

Illinois State University (ISU) lists all articulated courses by community college (<https://registrar.illinoisstate.edu/transfer/courses/>) on its Transfer Credit Website (<https://registrar.illinoisstate.edu/transfer/>). Articulation agreements between ISU and partner community colleges are found at <https://registrar.illinoisstate.edu/transfer/articulation-agreements/>. Guides applicable to all IAI eligible students are found at <https://illinoisstate.edu/academics/majors/>.

Section 15 (110 ILCS 150/15) indicates that a "State university shall admit and grant junior status in a program, subject to available program capacity, to any Illinois community college student who meets all requirements of Section 10; has completed all lower-division prerequisites and meets the admission requirement of the State university's program or major."

All twelve public universities indicate that this is reflected in their policies. As in Section 10, some universities noted that certain high-demand programs have higher admission and continuance requirements.

Example from the survey:

The University of Illinois Springfield (UIS) had a typical response: “Yes, students who have earned a transferable associate’s degree from an Illinois community college (including the IAI General Education Package) transfer into UIS as juniors and can select an appropriate baccalaureate program major.”

Survey Question 2: *The STAR Act states that "a State university may not require a student transferring pursuant to this Act to take more than 60 additional semester units beyond the lower-division major requirements for majors requiring 120 semester units, provided that the student remains enrolled in the same program of study and has completed university major transfer requirements." (Majors over 120 hours are exempt from this requirement.)*

Is this in accordance with your campus policy? Please explain if not or if there are exceptions.

Section 20 (a) (110 ILCS 150/20) mandates that a “State university may not require a student transferring pursuant to this Act to take more than 60 additional semester units beyond the lower-division major requirements for majors requiring 120 semester units, provided that the student remains enrolled in the same program of study and has completed university major transfer requirements.”

Public universities will accept for transfer all baccalaureate-oriented coursework completed with a passing grade, or in some instances courses completed with a C or higher, up to limits established by residency and upper-division course requirements of the Illinois Board of Higher Education and the Higher Learning Commission. In the narrowly-defined conditions of Section 20 (a), students should be able, with careful planning, to complete their programs in 60 hours if there are no repeat courses as noted in Section 20 (b).

Example from the survey:

Western Illinois University’s (WIU) like many public universities, has existing processes and procedures that address the intent of this mandate but has not yet developed a specific policy statement on this relatively new legislation. WIU’s response is as follows:

“This is in accordance with standard University procedure; however, a formal policy limiting the hours to no more than 60 beyond lower division major prerequisites does not currently exist. The work that has been completed with our partner institutions to establish clear transfer guides (http://www.wiu.edu/student_services/undergraduate_admissions/transfer/guides/) and 2+2 agreements (http://www.wiu.edu/student_services/undergraduate_admissions/transfer/2plus2/) are aimed at ensuring transfer students are able to complete their major requirements and degrees as efficiently as possible. Information regarding WIU’s program requirement hours may be found at: <http://www.wiu.edu/provost/docs/DegreeProgramSemesterHourCounts.pdf>”

Example from the survey:

Eastern Illinois University (EIU) responds that it is already fully compliant with this mandate.

Survey Question 3: The STAR Act states that "a State university may not require students transferring pursuant to this Act to repeat courses that are articulated with those taken at the community college and counted toward an associate degree for transfer." The IBHE will note in its reply that a grade of C or better is required in some programs leading to licensure or by accreditors.

With the exception for licensure and accreditation noted, are there are other exceptions on your campus?

Section 20 (b) mandates that a "State university may not require students transferring pursuant to this Act to repeat courses that are articulated with those taken at the community college and counted toward an associate degree for transfer."

Articulated courses with an earned passing grade are transferrable for credit. However, there are several reasons why a student may need to repeat a course with a grade below C. Programs leading to licensure may have specific grade requirements. For example, the Illinois State Board of Education (ISBE) requires that all courses taken as part of licensure requirements be completed with a grade of C or better. The same minimum grade standard is true for the requirements of certain specialized accrediting bodies such as the Association for the Advancement of Collegiate Schools of Business or the Council on Social Work Education. Rarely, some majors may also impose minimum grade requirements. Again, rarely, some majors may require courses to be completed within a specific time frame (usually within seven years) in order to assure that content is current.

Section 20 (c) encourages State universities to facilitate the seamless transfer of credits toward a baccalaureate degree pursuant to the intent of this Act.

As indicated in **Section 10 (c-e)**, Illinois is in many respects a national model for seamless transfer. Beyond the Illinois Articulation Initiative General Education Core Curriculum, each university publishes extensive transfer guides with major-specific transfer recommendations and lists of articulated courses. Universities often have co-advising relationships with their partner community colleges to facilitate planning.

Example from the survey:

The University of Illinois at Urbana-Champaign's extensive transfer handbook is available online: <https://admissions.illinois.edu/apply/Transfer/handbook>.

It may be important to note here that transferability and applicability often are conflated inappropriately. This causes confusion as to why a course may not "count." The complete IAI GECC package of courses is transferable and guaranteed to satisfy lower-level general education requirements at all participating institutions. An individual GECC course will satisfy the corresponding GECC course category at all participating institutions. However, not all transferred courses are necessarily applicable to students' individual major or graduation requirements. For example, General Education Mathematics (M1 904) will not be applicable to the requirements of the mathematics major or many Science, Technology, Engineering, or Mathematics (STEM) fields. When a student changes majors, it is sometimes the case that a course that was applicable to the first major will not be applicable to the new major. As described in 20 (b), students transferring courses with a grade of D may be required to repeat the course to earn a grade of C or higher.

In the current enrollment environment, universities compete for transfer students. As public institutions seek to serve more students and do so in a manner that improves time to and cost of degree, being “transfer student friendly” is critical. Indeed, each university invests heavily in making sure that transfer plans are updated annually, that transfers students have access to information and advisement, and that courses transfer as seamlessly as possible.

[Section 23 \(ILCS 150/23\)](#) requires the IBHE and the ICCB to collaborate on a policy to foster the reverse transfer of credit for any student who has accumulated at least 15 hours of credit.

The two boards drafted a common policy applicable to both two- and four-year institutions. That policy and associated rules were approved by the Joint Committee on Administrative Rules (JCAR) on November 12, 2019. The rules have been published by the Secretary of State in December 2019 and were distributed to all public institutions by the IBHE and ICCB. The full text approved by JCAR appears as Appendix E.

Survey Question 4: *The STAR Act as amended ([PA 100-0824](#)) indicates that “beginning with the 2019-2020 academic year each public institution shall require any student who, upon completing 30 academic credit hours, is interested in pursuing an associate degree or baccalaureate degree at the public institution to indicate to the public institution in which he or she is enrolled all of his or her degree programs of interest. The public institution in which the student is enrolled shall make a reasonable attempt to conduct a meeting with the student and an academic advisor of the public institution, who shall inform the student of the prerequisite requirements for the student’s degree programs of interest.”*

Is this your campus policy? Please explain if not or if there are exceptions.

[Section 30](#) requires, beginning in the 2019-2020 academic year, that all public institutions require students with 30 completed credit hours to inform their institution of all associate or baccalaureate degree programs they are interested in pursuing. The institution shall make a reasonable attempt to conduct an advising meeting with the student to inform the student of the prerequisite requirements of those programs.

All twelve public universities describe robust advising programs for students who have decided on a major and for those who are still exploring. While there are numerous models depending on institution and college, a common goal among programs is that students form an ongoing relationship with an advisor or advising center because students’ goals and majors can and do change at various points along a student’s path to a degree.

Advising models take into account university and college admission requirements, for example, the requirement that a student be initially admitted into a specific program or college. Some universities advise all students centrally in their first year to ensure that students make a good transition to the institution and then move students to an advisor in their specific degree program at or around 30 hours.

Advising models must also take into account students' specific needs and circumstances. Transfer students, adult learners, commuter students, traditional-age first-time college students, career and technical training students, and veterans – to name a few – all have different advising needs. Institutions train advisors accordingly and provide appropriate academic and non-academic support.

Currently, institutions do not report that they systematically require students with 30 completed hours to declare a list of potential majors but rather encourage or require advising appointments before each course registration period for the following semester. Consequently, students typically receive advising at key points well before, at, and after the 30 credit hour threshold set forth in this provision.

Example from the survey:

Southern Illinois University Edwardsville (SIUE) is one of the campuses that requires mandatory advisement of all degree-seeking students to develop plans for achieving academic goals.

Survey Question 5: *The STAR Act requires a policy on awarding credit for military training.*

Does your campus award credit based on the Joint Services Transcript (JST)?

Does your campus award any credit based on the "Separation Agreement" ([DD 214](#))?

Does your campus award credit based on [A.C.E. recommendations](#) for military training?

Do you publicize credit awarded from the JST or DD 214 on your website or in your catalog?

Section 23 (d) of the STAR Act requires that the Boards "adopt a policy regarding the award of academic credit for military training applicable to meeting a community college's requirements for awarding an associate degree."

American Council on Education (ACE) recommendations form the basis for awarding military credit. Following those recommendations, public universities award credit based on the Joint Services Transcript or JST. Some universities offer credit based on the military "Separation Agreement" (DD214).

ICCB requires all community colleges to have a policy in place to address awarding of academic credit for military training that is considered applicable to the requirements of the student's certificate or degree, consistent with a national higher education association that provided recommendations for military training courses and programs.

The ACE recommendations are complex, given the many possibilities for earning academic credit through military service. Many ACE credit recommendations are below three credit hours, causing mismatch to most university-level coursework. The greatest obstacle to awarding meaningful credit toward graduation is the mismatch between content earned through service and content in most university-level courses. As a result, a significant amount of credit is articulated as general elective hours toward graduation.

IBHE and ICCB are currently exploring statewide policies for awarding of military credit in collaboration with the Midwest Higher Education Compact's Multi-State Collaborative on Military Credit (MCMC).

The generally accepted transcripts or documents from which military credit can be awarded are:

- The Joint Services Transcript – JST (formerly AARTS or SMART or Coast Guard Institute Transcript) – Marine Corps, Navy, Coast Guard, Army, National, and Army Reserve. An official copy of the JST request form may be obtained online at SMART-Joint Services Transcript.
- Community College of the Air Force Transcript (CCAF). The Community College of the Air Force Transcript request form is located at CCAF Transcript Request.
- Defense Activity for Non-Traditional Education (DANTES).

Example from the survey:

Northern Illinois University (NIU) is among the institutions that awards credit based on the military separation agreement (DD214):

“Credit for military educational experience may be granted based on recommendations found in A Guide to the Evaluation of Educational Experience in the Armed Services. Credit will be awarded at the level recommended by the American Council on Education (ACE). At a minimum, credit will be awarded as elective, although certain courses may be accepted as satisfying major departmental elective or required courses based on the evaluation by and recommendation of the academic unit. Students seeking credit must submit an official transcript from the ACE Transcript Service to NIU.

Students with a minimum of one year of active duty in and an honorable discharge from the U.S. Armed Services will receive 4 semester hours of general university elective credit provided they submit a copy of their DD214 to NIU's Office of Registration and Records.”

Survey Question 6: *The Illinois Articulation Initiative Act ([PA 099-0636](#)), section 15, indicates that “all public institutions shall maintain a complete Illinois Articulation Initiative General Education Core Curriculum package, and all public institution shall maintain up to 4 core courses in an Illinois Articulation Initiative major, provided the public institution has equivalent majors and courses.”*

Is this your campus policy? Please explain if not or if there are exceptions.

All public universities report that they are full participants (sending and receiving institutions) in the IAI GECC and that they maintain the full GECC package of courses. Universities maintain major courses as appropriate to their curriculum's match to the IAI major descriptors.

Example from the survey:

Governor's State University (GSU), because of its recent transition in 2014 to a four-year, comprehensive university, reported the following:

While not a policy on our campus, GSU follows practices that are in accordance with Illinois Public Act 099-0636. GSU transitioned from a receiving only institution to a fully participating institution in the Fall of 2014. GSU has maintained IAI approved courses that meet all GECC requirements since 2014. We also currently have 23 IAI major courses approved within 9 separate majors.

Effective January 2019, community colleges became eligible to award students the GECC (General Education Core Curriculum) Credential, which represents the general education component of the IAI within the associate of arts degree. This both provided evidence that the student completed the core as well as documentation of a significant milestone in the transfer pathway.

VI. PROGRESS IN MEETING THE GOALS OF THE ILLINOIS ARTICULATION INITIATIVE ACT (099-0636)

Senate Joint Resolution 22 directs the Illinois Board of Higher Education and the Illinois Community College Board to review the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) and its implementation on Illinois campuses to gauge attainment of the goals of the Illinois Articulation Act, 099-0636, effective January 1, 2017, and to identify any shortcomings in meeting those goals.

A survey was sent by the IBHE to registrars and academic leadership at all public universities in Illinois on November 4, 2019. That survey included questions addressing the various requirements of the STAR Act as well as those of SJR 22. Responses are summarized below.

Summary of Responses from Public Universities

SJR 22 directs "each four-year institution within the IAI to review the transfer credits of all incoming transfer students at its institution to find any instances where courses are not deemed transferable with full credit, including those courses that serve as a prerequisite within a major."

Survey Question 7: *Please briefly describe your degree audit and advisement process for incoming transfer students. Are there processes in place to apply courses that come in as general electives toward major or other graduation requirements? (Substitution/ waiver petitions? Departmental authority to count courses toward major requirements? PLA?).*

All twelve universities respond that evaluation of transfer coursework takes place upon receipt of official transcripts. All respond that courses articulated with IAI are automatically accepted for credit through each campus' student information system. Courses not in IAI but previously articulated as equivalent courses are also applied automatically to graduation requirements. Students are provided with a copy of their transfer evaluation report that outlines how their credits will transfer.

Universities vary in their responses as to how courses that transfer as general electives are handled, but all report that there are mechanisms by which these courses can be reviewed for specific credit through departmental review. In many cases, that review is triggered by either the Admissions or Registrar's Offices. Students have the option of presenting syllabi for transfer courses to furnish additional evidence of content.

Example from the survey:

Chicago State University (CSU) transparently provides a link in its catalog to the form used to petition for and approve courses that may be substituted for required courses.

If a course is articulated through departmental review, the student information system is updated to reflect that articulation so it will be available automatically to future transfer students. Some universities also report that proficiency examinations are available to students in many content areas.

Example from the survey:

Western Illinois University (WIU)'s response is:

"Transfer Admissions reviews transcripts for incoming transfer students and applies direct equivalent WIU credit for courses that have already been articulated by Western's academic departments. Transfer Admissions collects the catalog description for any courses that have not already been articulated and sends the description to the respective department(s). General Elective credit is awarded in the meantime, pending the final decision of the department, and a notation is made on the student's transfer evaluation that the course is under review. The student has access to the transfer evaluation through the Student Information System (SIS).

If the department determines that the course is equated to a WIU course, then the student will receive direct equivalent credit for that course. If the course does not have a direct equivalent at WIU, then the course will be given either departmental elective credit or general elective credit. In some cases, upper-division elective credit, or general education credit may be awarded.

If the department determines that a direct equivalent does not exist and elective credit is awarded, the student may send a course syllabus to Transfer Admissions in order to provide additional details for a second departmental review. This notation is also available for the student to see on the transfer evaluation through the SIS.

Departments have the authority to substitute elective credit within their major graduation requirements. Students have the ability to appeal to the Council on Admission, Graduation and Academic Standards to have courses substituted or graduation requirements waived, if they believe the intent of a requirement was met with a transfer course. Students also have access to Proficiency Exams in many departments (<http://www.wiu.edu/registrar/forms/Proficiency%20Application.pdf> and <http://www.wiu.edu/registrar/forms/Proficiency%20Course%20List.pdf>). The University does not charge a fee to students for processing an Application for Proficiency Examination.

Students have access to their degree audit and the student degree plan through the SIS. The student degree plan utilizes the degree audit to identify which courses the student needs to take in each future term. The student degree plan is based on the respective model degree plans, which are published on the Office of the Registrar website at: <http://www.wiu.edu/registrar/mdplan.php>. In addition, academic departments identify their projected course offerings for the next two years, so that students and academic advisors can plan efficient degree completion.”

Universities report (Question 7) that they have advising in place for transfer students. A transfer credit audit report is made available to transfer students which serves as the basis for advisement.

Example from the survey:

Governors State University (GSU) responded with the following process:

“Per university Policy 29, students are required to meet with their academic advisor to generate a study plan. The Undergraduate Academic Advising Center will review the students’ degree audit with them during this appointment. In addition, the advisor will explain which courses were applied directly to the degree, which courses were applied to general electives, and which courses are needed to meet the graduation requirements. Our degree audit system has pre-established exceptions for courses that can meet the graduation requirement when it would have been an elective. For example, communication has courses that will meet the foundation requirement, even if it is not a course that GSU offers in residency. The academic advisor will explain program accreditation requirements where and when a “C” or better is required and make note of any instances where a student may have received a “D” and the course is not being applied.”

Survey Question 8: *Please provide a link or catalog reference to your GECC course list with course codes.*

Senate Joint Resolution 22 directs that four-year institutions list all IAI GECC courses with their corresponding IAI course code.

All universities provide lists of courses aligned with their IAI GECC course codes either in their catalog or on a website.

Example from the survey:

Southern Illinois University Carbondale (SIU) “also maintains a search engine of transfer course equivalencies organized by state and institution that reflects the SIU course, the IAI GECC and IAI Major course equivalency. <http://tss.siu.edu/PROD/campus/articulation/articulation/>”

Example from the survey:

The University of Illinois Chicago (UIC) relies on the IAI website as its listing of courses and codes but has a particularly complete and transparent policy statement on IAI:

The Illinois Articulation Initiative (IAI) is a statewide agreement that allows transfer of the completed IAI General Education Core Curriculum (GECC) between

participating Illinois institutions. Successful completion of the GECC at any participating college or university in Illinois assures students that general education requirements for the baccalaureate degree have been satisfied. The University of Illinois at Chicago (UIC) is a participating university. At UIC, students attain junior standing upon the completion of 60 credit hours. Completion of an Associate of Arts or Associate of Science degree typically requires an earned credit total beyond 60 hours. Please note that some test credit may not be transferable to UIC.

IAI policies, including GECC requirements, course codes and course descriptions, are presented on the IAI website and UIC's implementation requirements are published below. Students who transfer out of UIC will be held to the requirements of their transfer institution.

Eligibility

- Only transfer students entering UIC for the first time are eligible for IAI consideration. IAI policies do not apply to students who are readmitted to UIC or students who take courses elsewhere after enrolling at UIC.
- New transfer students who enter UIC with the GECC completed will be considered to have completed UIC's General Education requirements as defined in the General Education section of the catalog. However, additional General Education requirements that have been approved for specific UIC colleges may still be required.
- New transfer students with 30 hours of accepted transfer work who have not completed the GECC may consult with a college advisor to review options for completing General Education requirements. Depending on the number of remaining courses required, a student may be allowed the option of completing either UIC's General Education program or the GECC."

UIC provides additional information at: <https://catalog.uic.edu/ucat/admissions-registration-finances/admissions/#IAI>

Senate Joint Resolution 22 directs that each public institution "accept, with full credit, toward a baccalaureate degree any courses students have taken in the GECC Package [at] other public institutions in Illinois." The Resolution also directs that each public institution "not require transferring students to retake general education [core curriculum] courses as prerequisites that were part of the IAI curriculum package or take additional general education courses beyond the package."

Survey Question 9: *Understanding that GECC courses will transfer for credit but may not be applicable to certain requirements and also that a certain minimum grade may be required in some cases, is this your campus policy? Please explain if not or if there are exceptions.*

All universities respond that this is their policy. The full GECC package will satisfy all lower-division general education requirements at all universities. For students who have not completed the full package, individual articulated courses will be counted per IAI GECC agreements.

Some transferred courses will not satisfy requirements of some majors. For example, a non-major general education chemistry course taken to satisfy the IAI physical science requirement will not be consistent with the beginning sequence of courses in the chemistry major. The general education science course has different goals and outcomes than the introductory course in the major. As another example, the lowest level IAI math class will not satisfy the campus prerequisite for Calculus I as students with that background will be very unlikely to succeed in a first-level calculus course and will not have satisfied the prerequisite for that course.

Minimum grades may also be required as outlined in the response to Section 20 (b) of the STAR ACT.

Example from the survey:

Northeastern Illinois University (NEIU) provided the following response:

Yes, NEIU accepts, with full credit toward a baccalaureate degree, any courses a student has taken in the GECC Package at other Illinois public institutions with the understanding that the courses may not be applicable to certain requirements and also that a certain minimum grade may be required in some cases. Additionally, NEIU does not require transferring students to retake general education [core curriculum] courses as prerequisites that were part of the IAI curriculum package or take additional general education courses beyond the package. However, students pursuing teacher education may need to take additional general education courses to meet teacher licensure requirements.

VII. OPPORTUNITIES FOR IMPROVEMENT

In fall 2019, both the transfer working group and IBHE's Academic Leadership group comprised of provosts or their designees from each public university, board staff, and representatives from among the community colleges' chief academic officers had far-ranging discussions of opportunities for improvement. The two groups identified similar areas of concern that will require further discussion. Two common threads surfaced in discussions:

- 1) The concept of maximizing student success often provided the framework and focus for discussing areas for improvement and possible approaches. Student success must not be confused with lowering standards or diluting curriculum lest students be unprepared for the workforce or further study. Rather, models of student success emphasize the need to provide students with sufficient supports—both academic and non-academic; curricular and co-curricular programming that encourages student engagement with their major and institution; as well as an institutional focus on student retention, including efforts to maintain affordability and appropriate levels of financial aid.
- 2) There was also general agreement that resources for advisement are often insufficient and that advisors' caseloads are too large. Academic advisement is complex because of the many paths students take. For example, traditional-age college students are often initially undecided as to major and career path or discover that an initial path is not appropriate for them; they may move

among institutions; depending on life circumstances, they may “stop out” for a semester or return to higher education years later as an adult learner with a family and career. Technology such as MyCreditsTransfer and ittransfer.org are essential tools, but they do not replace the partnership of student and advisor in charting the best path toward attainment of the student’s individual goal. Achievement of that individual goal is the ultimate measure of student success.

Several potential areas of improvement were considered and are briefly described below. Meetings scheduled in spring 2020 under the auspices of the two boards will allow the transfer working group to refine approaches and propose action steps to further improve the transfer process and maximize transfer student success. Proposals will be taken to IBHE’s Academic Leadership group, Illinois Community College Chief Academic Officers, related stakeholders and advisory groups, as well as to the leadership of the two boards.

i. Improving Transparency to Improve Advising and Maximize Student Success

Increase the transparency of what is typically required for admission to high-demand majors. By virtue of high student demand and limitations on program capacity due to resource availability and accreditation requirements, admission to some programs is very competitive. While universities list minimum requirements for admission to high-demand majors, those minimum requirements do not always reflect the actual qualifications of students typically admitted. One solution is to provide inter-quartile or “middle 50%” admission statistics together with transfer requirements and transfer plans of study. Students would then be informed of the GPA band in which most transfer students are admitted. 25% would have lower qualifications and 25% higher, but the middle 50% range provides a student and advisor a way to discuss reasonable expectations for admission. For example, a 2.75 transfer GPA may be the minimum, but a middle 50% range may be from 3.5 to 3.75 in very high-demand programs. The student with a 2.75 GPA would have a very low probability of admission and could be advised into a related field or career path.

Ensure that advising includes discussion of all graduation requirements at the receiving institution. Universities and specific colleges within them may require courses beyond those required by the major and general education. Foreign language requirements are frequently cited as an example. Advisement can help students understand the full range of graduation requirements.

A particular case in point is the fact that the Associate of Science (A.S.) degree no longer contains the full transferable GECC package. In, 2014, the Associate of Science degree was modified and two courses in the GECC (one humanities course and one social science course) were removed as requirements for the A.S. degree. This change allowed students additional space for an additional course in math and one in science that would better facilitate transfer to STEM fields at the baccalaureate-granting institution. At that time, some universities elected to require students earning an A.S. degree to take the missing social science and humanities courses to complete the full GECC package to fulfill their general education requirement, while others chose to accept only those GECC courses required by the A.S. degree in fulfillment of general education. This is a potential cause of confusion that should be handled through advisement before transfer. As noted below, reverse transfer also provides

an opportunity for significantly rethinking transfer pathways particularly in STEM disciplines.

Ensure that students are aware of the consequences of grades below C. ISBE rules as well as those of certain accreditors require courses to be completed with a grade of “C or better” to count towards graduation/licensure. Students with grades lower than C should be informed through advisement that they will need to repeat the course. A low grade, particularly repeated difficulty in certain areas, should initiate honest discussion between student and advisor about opportunities for academic support and possible alternative paths.

ii. Refining Processes and Strategies

Develop strategies for maximizing transfer of degree-applicable credit and courses. There are various approaches currently in use to address maximizing degree-applicable credit hours in transfer, including IAI major courses, pathways, and meta-majors. All have benefits and drawbacks depending on individual student circumstances. For example, a student who has decided on a major and a transfer-to institution is best served by using that institution’s major transfer plan, while a student who has not decided where to transfer should use IAI major courses. As students may change majors or are as yet undecided, a pathway or meta-major may be the most helpful. All agree that a solid partnership between student and academic advisor is key to student success and minimizing lost credit hours.

Collaborate with institutions to develop best practices for students with a large number of transfer credits (dual credit, AP, IB, military). Transfer students bringing many hours of credit may not be eligible for some scholarships and may not benefit from the full range of transition programs for new/beginning students. Institutions should examine their scholarship and advisement policies in order to assure that transfer students are eligible for all appropriate scholarship programs and have access to academic and student life transition programming. It should be noted that college credit received in high school or the summer before a student’s first enrollment at a four-year institution does not affect their admission status as a first-year student.

Consider the financial aid implications. A related issue is that a student transferring many hours of general electives, as is sometimes the case with military credit, may see their financial aid reduced before completing their degree. Students may not receive federal financial aid after they have completed 150% of credit hours required for a degree. It is therefore not always in the student’s best interest to have all general elective credit applied immediately upon admission. Students with many hours of elective credit should be fully apprised of federal aid policy as soon as possible and before credit is transcribed. Any general elective hours needed to complete a degree can be posted at the time a student has completed all other requirements.

Develop recommendations on the transfer of credits earned by Advanced Placement or International Baccalaureate scores. Three sets of credit policies potentially apply to AP/IB scores for transfer students: those of the sending institution; those of the receiving institution; and IAI GECC recommendation. There are at least two approaches that can help alleviate confusion:

- 1) The policy of the final receiving institution should apply. Presumably, that institution has based its policy on an analysis of curriculum match and student success in sequent courses. However, a transfer student may have already successfully taken articulated sequent courses at the transfer from institution. Would the receiving institution still want to enforce its own policy in light of demonstrated student performance? Credit for prior learning may be appropriate in these circumstances.
- 2) Transcribed course credit based on an AP or IB score should be honored at the receiving institution as it would honor any transcribed transfer or dual-credit course. However, registrars' best-practice is to require original copies of AP or IB scores and apply credit by their institutions' specific policies based on the scores.

This is an area for further work by the transfer working group and the two boards in 2020.

Increase campus coordination for submission of courses to IAI faculty panels. Faculty panels receive syllabi that are not aligned with IAI descriptors (content criteria required for approval). While these are excellent courses, they are not appropriate for the IAI category for which they were submitted or are missing key required elements. These syllabi are returned often with extensive comments, but syllabi are sometimes resubmitted without addressing those comments. In cases where there are other factors that appear to be affecting the process, the state boards' representatives in coordination with the IAI staff must investigate issues and mediate, as appropriate, responses to both the panel and in the institution. Panels indicate that campuses with designated, experienced personnel responsible for submitting courses and reviewing returned courses have a higher approval rate and a smoother process for campuses and panels alike.

iii. Creating and Improving Pathways

Leverage reverse transfer to structure new academic pathways. With new reverse transfer rules in place and in collaboration with their principal community college partners, universities should review their transfer plans of study. Reverse transfer provides a win-win solution for students and institutions to resolve issues of course-taking patterns and best time to transfer. For example, particularly in sequential programs often in STEM areas, it may be most efficient for students to transfer before completion of their A.S. degree to engage in the major course sequence at their transfer-to institution. Community colleges may not have the demand or resources to offer specialized courses in the major that are, in any event, transferable only at the senior college level. Reverse transfer allows students to transfer coursework back to their community college to complete their IAI GECC package, now certified on the community college transcript, and their associate degree as they take major courses and complete degree requirements at their university.

Use Math Pathways to improve student success in non-STEM related fields. Math Pathways is an approach that allows non-STEM college students to accelerate their path through developmental mathematics and enable them to complete the “gateway” or required math course in their curriculum. Historically, all students were required to take algebra classes as remedial math skills courses and/or as basic college courses to prepare for calculus-based math courses. While this math pathway is appropriate for STEM-bound students, most non-STEM students do not need an understanding of calculus principles for their major or to perform well in their projected career. If students were instead guided into a quantitative reasoning and or statistics math pathway, the need for students to take developmental math courses and the time to get into gateway courses would be dramatically reduced.

As an even earlier alternative, some Illinois high school juniors who are projected to be not-yet-ready for college-level math could enroll in Transitional Math courses offered in the senior year. Successful completion of a Transitional Math course guarantees the student’s placement into credit-bearing college math courses – and eliminates the need for development math course – at all Illinois community colleges and at participating Illinois universities. Students can choose from three transitional math pathways that may align with their college plans: STEM, Quantitative Literacy/Statistics, and Technical Math. To be clear, these transitional courses do not result in any type of placement into advanced math courses such as calculus because they are *high school* courses that prepare students for college-level math concepts, rigor, and class expectations. For example, an identified under-prepared student who wants to be an engineer would enroll in the STEM transitional math pathway in her senior year. Then, as a first-year college student, she would be qualified to transition into College Algebra, which would put her on track to complete Calculus, the “gateway” required course for engineering. It should be noted that College Algebra is a fully credit-bearing, non-developmental course, but is below the level of math that is usually expected as entry level for STEM majors. Conversely, some students intending to pursue non-STEM fields may be well-served by the STEM transitional pathway, depending on their area of interest. The choice of which math pathway to pursue is, thus, an important one that requires careful consideration by students, parents and counselors.

Applied Associate degrees may not fully articulate to university programs. While the Applied Associate of Science (AAS) degree allows students to gain skills that make them employable in a number of skilled professions, there are challenges for a smooth transfer to a baccalaureate degree. For example, the AAS degree in accountancy is specifically designed to prepare graduates for bookkeeping and payroll certifications. It does not contain the IAI GECC and does not align well with accredited university accounting programs leading to the CPA. A related concern is that some careers require an associate degree at entry level but a baccalaureate degree for promotion above a certain level. For example, the Illinois State Police accepts an associate degree for entry-level positions, but a bachelor’s degree is required to advance to higher ranks. Students may not be aware of these distinctions or may change their career goals while enrolled in an AAS program. Advisement can help students understand requirements of different career paths.

In selected fields and with careful market analysis, bridge programs may allow students with AAS degrees or other preparation including military experience to transition to a baccalaureate degree program. The transfer working group identified

certain areas and degrees that could potentially benefit from bridge programs to serve workforce needs. These include but are not limited to: Nursing (RN to BSN), early childhood education, computer science and related IT fields, engineering technology/robotics, criminal justice, construction management, accounting, and business. While bridge programs are potentially advantageous in certain fields and for certain groups of students, given the expense and complexity of offering such programs, market research must establish a justifiable demand and any subsequently developed bridge programs must be carefully designed to ensure viability. Successful programs can provide models to build upon, while well-intentioned but ultimately non-viable programs provide equally valuable cautionary lessons.

iv. Ensuring Appropriate Resources to Maximize Transfer Student Success

Provide stable funding for MyCreditsTransfer (MCT) and Transferology. The Illinois MyCreditsTransfer (MCT) project is a statewide initiative to provide a web-based transfer information system that aids students who intend to transfer credit among Illinois higher education institutions. It also aids colleges and universities with transfer advising tools and resources to develop and maintain transfer agreements. The online system used, Transferology™, is licensed by the State through funding from the IBHE via an Inter-Governmental Agreement with the University of Illinois (UI) System. The project is strongly supported by the UI System. MCT works collaboratively with IBHE, the ICCB, IAI, all Illinois public colleges and universities, and several Illinois independent not-for-profit colleges and universities.

Nationwide, Illinois is the largest user of Transferology.

- In 2018 Illinois had 217,060 unique visitors and 413,073 total visitors to Transferology, including returning visitors.
- The number of unique and total visitors in Illinois has increased every year.
- Illinois has 79 Transferology licensed participating institutions from among its 209 degree-granting institutions (340 nationwide).
- In 2018 through Transferology, Illinois published information on 4,470,962 transfer equivalencies (20,707,000 nationwide).
- Illinois students completed 1,424,096 searches in Transferology in 2018.
 - Those searches yielded 64,724,154 results viewed.
- Illinois schools were also viewed in 55,195,335 search results nationwide.

Success of the MCT project has continued to grow, even as State funding has dwindled. The cost of the grant now just barely covers the cost of annual license renewal, plus approximately 0.25 FTE of the technical coordinator and 0.5 FTE of the project coordinator. Restoration and stability of funding is critically needed to sustain the success of MCT in the future.

Maintain stable funding for the Illinois Articulation Initiative. Because IAI has successfully leveraged technology to minimize expenses, the IAI budget received via Illinois State University's annual budget allocation is sufficient for operations but may need moderate increases to account for changes in fees and personnel costs. Small investments in IAI and Transferology/ MyCreditsTransfer ultimately lead to higher retention and completion rates for Illinois students.

Maintain adequate funding for essential data systems. In order to better measure the outcomes of transfer students, it is necessary to sustain current levels of funding to the IBHE and ICCB for each agency's component of the Illinois Longitudinal Data System (ILDS). Predictable funding for data systems and research staff would allow the agencies to quickly move forward with adding more outcome information specific to transfer students in public-facing data tools such as the [Interactive Transfer Enrollment Dashboards](#) and the [Illinois Postsecondary Profiles](#) sites.

Further, to reduce the risk and technical burden associated with matching across the agency datasets, it is also necessary to sustain the Illinois Longitudinal Data System's, Common Demographic Dataset Administrator (CDDA). The CDDA provides identity resolution services across all of the state agencies participating in the ILDS and eliminates the need to share personally-identifiable information in projects involving student-level data.

Fund an inter-agency program to enhance professional development for advisors at the secondary and post-secondary levels. SJR 22 points to the importance of providing high school counselors with information on IAI and transfer in general. Outreach efforts to high school counselors are underway with the assistance of the Illinois Association of College Admission Counseling. However, given the centrality of academic advisement at all levels to transfer student success, a coordinated statewide effort should be undertaken by IBHE, ICCB and ISBE to ensure that advisors can tailor the many resources available to them to best serve the various populations of students they serve. Counselors and advisors are also best positioned to inform students and their families that Illinois is a national leader in transfer student success as measured by degree completion. Counselors and advisors are critical to a strategy to minimize student out-migration to other states for higher education.

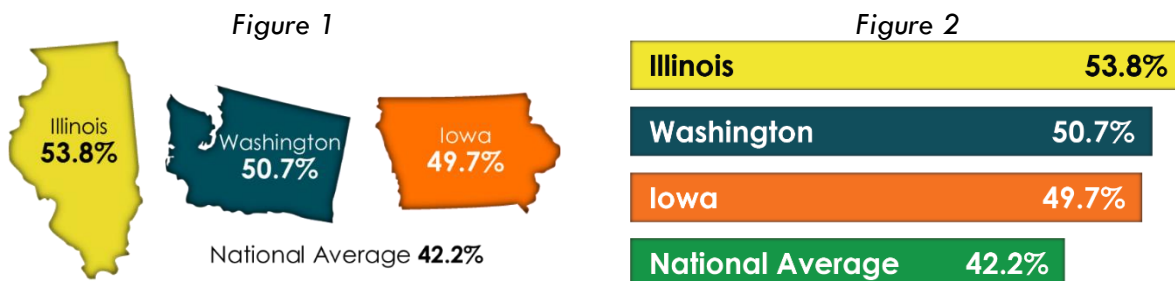


Transfer Success in Illinois

Illinois now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges. With the latest cohort (students who entered a community college in 2010), Illinois is not only the national leader but it exceeds the national average by a noticeable margin. In fact, 53.8% of Illinois community college students who transferred to four-year colleges completed a bachelor's degree within six years. As shown in *Figure 1*, this bachelor's degree completion rate was 11.6 percentage points higher than the national average of 42.2%.

Washington, Iowa, and Illinois have recently been among the top states for bachelor's degree completion among community college students who transfer to four-year colleges. In a previous iteration of this information⁵ that used an earlier cohort of students, Illinois was a close third in the nation behind only Washington and Iowa. According to a report released by the National Student Clearinghouse (NSC)⁶ Illinois has recently surpassed both Iowa and Washington by a noticeable margin (See *Figures 1 and 2*).

Figures 1 and 2: Rates of Bachelor's Degree Completion among Community College Transfer Students



Relative to the other national leaders, Illinois serves significantly more community college transfer students and has a more robust transfer system inclusive of significantly more higher education institutions (see *Table 1*). Illinois community college students also experience higher rates of transfer to four-year institutions (transfer-out rates) relative to their counterparts from public two-year colleges in Washington and Iowa. The success of transfer students in Illinois could be traced to two complementary statewide transfer tools that have been in existence for several years. Illinois has had the Illinois Articulation Initiative in place since 1993 and it currently serves as an overarching transfer agreement between 113 participating colleges and universities, both public and private. MyCreditsTransfer is a student-centered

⁵ Jenkins, D. & Fink, J. (2016). *Tracking transfer: New measures of institutional and state effectiveness in helping community college students attain bachelor's degrees*. Community College Research Center, Teachers College, Columbia University, New York. <http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>

⁶ Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Yuan, X., Nathan, A. & Hwang, Y. (2017, September). *Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees (Signature Report No. 13)*. Herndon, VA: National Student Clearinghouse Research Center. <https://nscresearchcenter.org/wp-content/uploads/SignatureReport13.pdf>

tool that provides detailed information on the transferability of coursework among Illinois institutions including how courses apply towards a bachelor’s degree at one’s desired transfer institution.

Table 1: State-wide Comparison of Illinois, Washington, and Iowa

	Illinois	Washington	Iowa
Community Colleges	48	33	14
Community College Cohort	33,267	17,371	10,267
Rate of Transfer-Out	35.0%	27.8%	30.5%
Public Universities	12	6	3
Transfer-in Students	6,233	3,600	1,845
Private Nonprofit Colleges	58	15	30
Transfer-in Students	4,072	514	1,158

Note: Two of the Illinois community colleges were not included in the NSC study. The NSC study did not include all of the private nonprofit colleges with operating authority in Illinois (Shapiro, et al., 2017).

It is also important to note that the cohort in the recent NSC study includes both full-time and part-time students and the inclusion of part-time students likely had a negative effect on the rate of degree completion. Also, the cohort does not include students who had taken dual credit or dual enrollment courses and this too likely suppressed the rate of bachelor’s degree completion. Community college students who have participated in dual credit have a significantly higher likelihood of transferring to four-year institutions and earning a bachelor’s degree when compared to their peers who did not participate in dual credit.⁷ Therefore the community college students with arguably the highest likelihood of completion were not included from the study. This makes the results even more impressive.

⁷ Blankenberger, B., Lichtenberger, E., and Witt, M.A. (2017). Dual credit, college type, and enhanced degree attainment. *Educational Researcher* (46)5, 259-263. <https://doi.org/10.3102%2F0013189X17718796>

APPENDIX B: TRANSFER WORKING GROUP MEMBERS

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APPENDIX C: SURVEY SENT TO ALL PUBLIC UNIVERSITIES

University:

Name of the person responding for the university:

Title:

Contact information (email and phone):

Please respond to each question below adding additional lines as needed. Thank you.

- 1) The STAR Act ([PA 099-0316](#)) states that universities should admit a student from an Illinois community college with a completed baccalaureate-oriented associate degree directly into their requested major with junior status if "the student meets the requirements of the transfer degree." Programs are allowed to establish minimum GPA for admission and limits on enrollment due to program capacity.

Is this in accordance with your campus policy? Please explain if not or if there are exceptions.

- 2) The STAR Act states that "a State university may not require a student transferring pursuant to this Act to take more than 60 additional semester units beyond the lower-division major requirements for majors requiring 120 semester units, provided that the student remains enrolled in the same program of study and has completed university major transfer requirements." (Majors over 120 hours are exempt from this requirement.)

Is this in accordance with your campus policy? Please explain if not or if there are exceptions.

- 3) The STAR Act states that "a State university may not require students transferring pursuant to this Act to repeat courses that are articulated with those taken at the community college and counted toward an associate degree for transfer." The IBHE will note in its reply that a grade of C or better is required in some programs leading to licensure or by accreditors.

With the exception for licensure and accreditation noted, are there are other exceptions on your campus?

- 4) The STAR Act as amended ([PA 100-0824](#)) indicates that "beginning with the 2019-2020 academic year each public institution shall require any student who, upon completing 30 academic credit hours, is interested in pursuing an associate degree or baccalaureate degree at the public institution to indicate to the public institution in which he or she is enrolled all of his or her degree programs of interest. The public institution in which the student is enrolled shall make a reasonable attempt to conduct a meeting with the student and an academic advisor of the public institution, who shall inform the student of the prerequisite requirements for the student's degree programs of interest."

Is this your campus policy? Please explain if not or if there are exceptions.

- 5) The STAR Act requires a policy on awarding credit for military training.

Does your campus award credit based on the Joint Services Transcript (JST)?

Does your campus award any credit based on the "Separation Agreement" ([DD 214](#))?

Does your campus award credit based on [A.C.E. recommendations](#) for military training?

Do you publicize credit awarded from the JST or DD 214 on your website or in your catalog?

- 6) The Illinois Articulation Initiative Act ([PA 099-0636](#)) indicates that “all public institutions shall maintain a complete Illinois Articulation Initiative General Education Core Curriculum package, and all public institution shall maintain up to 4 core courses in an Illinois Articulation Initiative major, provided the public institution has equivalent majors and courses.”

Is this your campus policy? Please explain if not or if there are exceptions.

- 7) [Senate Joint Resolution 22](#) directs "each four-year institution within the IAI to review the transfer credits of all incoming transfer students at its institution to find any instances where courses are not deemed transferable with full credit, including those courses that serve as a prerequisite within a major."

Please briefly describe your degree audit and advisement process for incoming transfer students. Are there processes in place to apply courses that come in as general electives toward major or other graduation requirements? (Substitution/ waiver petitions? Departmental authority to count courses toward major requirements? PLA?)

- 8) Senate Joint Resolution 22 directs that four-year institutions list all IAI GECC courses with their corresponding IAI course code (does not specify website or catalog).

Please provide a link or catalog reference to your GECC course list with course codes.

- 9) Senate Joint Resolution 22 directs that each public institution "accept, with full credit, toward a baccalaureate degree any courses students have taken in the GECC Package [at] other public institutions in Illinois." The Resolution also directs that each public institution "not require transferring students to retake general education [core curriculum] courses as prerequisites that were part of the IAI curriculum package, or take additional general education courses beyond the package."

Understanding that GECC courses will transfer for credit but may not be applicable to certain requirements and also that a certain minimum grade may be required in some cases, is this your campus policy? Please explain if not or if there are exceptions.

- 10) The Postsecondary and Workforce Readiness Act (PWR ACT) ([PA 099-0674](#)) states that “each public university must adopt and publicize transparent criteria adopted by the university for student placement into college-level mathematics courses. IBHE must publicly report on the adoption of such criteria and the extent to which public universities are utilizing strategies to minimize placements into non-credit-bearing remedial mathematics course sequences.”

Please respond with a link to your publicized criteria for math placement. Also, briefly describe any strategies, including corequisite remediation and use of multiple measures of competency for placement, your university is using to minimize placement into non-credit-bearing courses.

- 11) The Postsecondary and Workforce Readiness Act (PWR Act) includes “Transitional Math (TM), which is built around courses, standalone or embedded, that increase college readiness for high school seniors. Their key feature is the guaranteed placement [into a credit-bearing non-developmental math course]

a student receives upon successful completion at all Illinois community colleges and accepting Illinois universities" (<http://www.iltransitionalmath.org/>).

Does your university guarantee placement into a credit-bearing non-developmental math course for students who have successfully completed a transitional math course? If yes, what courses and under what conditions? Where do you publicize this information for prospective students?

- 12) [Senate Joint Resolution 41](#) mandates the creation of an advisory council charged with an inventory and analysis of "all instructional models and developmental course sequences...in math or English." That Council (now established) will produce a report by January 1, 2020, including: "an update on the implementation of corequisite remediation and alternative evidence-based developmental education models at every college and university and include data on enrollment and throughput, defined as the percent of students initially enrolled who have progressed through gateway-level courses, by institution and disaggregated by race, ethnicity, gender and Pell status."

Unlike the preceding, this item is provided for informational purposes only. IBHE will provide updates as implications for universities become clearer, but we anticipate a data request to universities is likely forthcoming. Legislative interest in certain approaches is clear. No response required.

Thank you for your time in completing this survey. Please return to Kim Midden at Midden@ibhe.org by November 27, 2019.

APPENDIX D: DATA METHODOLOGY

To fulfill the reporting requirements set forth in the STAR Act, Illinois Board of Higher Education staff worked collaboratively with Illinois Community College Board staff to develop and execute a plan for data analysis that involved matching information across their respective data systems. First, a file of new transfer students who enrolled at all twelve of the Illinois public universities from Academic Year (AY) 2014-15 through AY 2017-18 was developed using IBHE's component of the Illinois Longitudinal Data System. Through a creative and mutually beneficial data sharing agreement between the IBHE and ICCB, that file was provided to ICCB and matched to key tables within their Centralized Data System. When matches occurred, records in the original IBHE file were appended with enrollment and degree completion information specific to Illinois community colleges, such as whether the given individual earned an associate degree, and if so, during which semester, at which community college, and in which major.

The matching process involved a direct match using the master client index ID produced by Common Demographic Dataset Administrator (CDDA) at Northern Illinois University. The master client index ID is produced for the purpose of safely matching and merging datasets across the Illinois Longitudinal Data System (ILDS) agencies. However, some of the IBHE records lacked a master client index ID due to the timing of IBHE collections and the submissions to the CDDA. For such records, a secondary matching process was used that involved a combination of first name, last name, middle initial and date of birth. Overall, 57,227 IBHE records were provided to ICCB for potential matching, of which 92.3% had a master client index ID. It should be noted that within the IBHE file, the 2016 cohort had the best coverage (99.8%) with the master client index ID; and therefore, the 2016 cohort likely had better match rates to the community college information than other cohorts. The analyses included in the report only reflected the students that matched across the ICCB and IBHE data systems.

Cohorts were established by examining the information on new transfer students emanating from Illinois community colleges who enrolled at Illinois public universities. For example, former Illinois community college students who enrolled full-time at an Illinois public university in 2014, were part of the 2014 cohort. The time horizon for measuring degree completion varied by cohort and limits the potential comparisons. For example, the 2014 cohort transferred and enrolled earlier than the more recent cohorts and therefore would have additional time to potentially complete a bachelor's degree and have that completion measured. Bachelor's degree completion within two years of initial transfer enrollment was calculated for all four cohorts and bachelor's degree completion within three years of initial transfer enrollment was calculated for the 2014, 2015, and 2016 cohorts. For most of the analyses specific to bachelor's degree completion, cumulative rates of degree completion were used which is a common in some survival or time-based studies.

The analysis was limited to new transfer students who initially enrolled full-time during their first semester at an Illinois public university. This approach is standard when establishing cohorts of students and tracking their retention and completion outcomes. This approach was also used because of some of the language within the STAR Act that specified metrics related to time to degree as well as the limited time horizon to track degree completion for the more recent cohorts. As the time horizon increases for all cohorts, IBHE and ICCB should consider developing parallel information for transfers that begin at four-year universities as part-time students.

When possible, the results were disaggregated by the potential alignment between one's pre- and post-transfer majors. The pre-match majors were provided by the Illinois Community College Board, while the post-transfer majors were provided by the Illinois Board of Higher Education. In certain instances, the post-transfer majors were examined at two points: 1) the first semester at an Illinois public university post-transfer; and 2) the major associated with one's bachelor's degree, among degree completers. The

alignment was established by examining the 2-digit classification of instructional programs (CIP) codes both pre- and post-transfer. The overwhelming majority of the pre-transfer 2-digit CIP codes linked to associate degrees were somewhat general in nature and fell into the Liberal Arts and Sciences, General Studies and Humanities (24) or the Multi/Interdisciplinary Studies (30) 2-digit CIP families. As shown in the chart below, roughly 90% of all community college majors fell into one of the two aforementioned majors (24 or 30). This was consistent across all four cohorts and is characteristic of the general nature of the majority of associate degrees.

Distribution of Community College Majors by Cohort

Major	2014		2015		2016		2017	
	N	%	N	%	N	%	N	%
Agriculture	37	1%	41	1%	52	1%	33	1%
Natural Resources	1	0%	0	0%	0	0%	1	0%
Communication	3	0%	7	0%	2	0%	6	0%
Communications Technologies	4	0%	5	0%	9	0%	12	0%
Computer Information Systems	20	1%	27	1%	22	1%	14	0%
Personal and Culinary Services Education	4	0%	6	0%	6	0%	5	0%
Engineering	7	0%	5	0%	1	0%	3	0%
Engineering Technologies	53	2%	65	2%	78	2%	98	3%
Foreign Languages	23	1%	26	1%	21	1%	24	1%
Family and Consumer Sciences	1	0%	1	0%	2	0%	1	0%
Legal Professional	4	0%	4	0%	5	0%	7	0%
Liberal Arts	3	0%	4	0%	3	0%	4	0%
Library Science	1,839	57%	1,835	55%	2,119	56%	1,991	58%
Multi/Interdisciplinary Studies	1	0%	0	0%	0	0%	0	0%
Parks and Recreation	1,065	33%	1,106	33%	1,283	34%	1,096	32%
Protective Services	-	0%	5	0%	3	0%	2	0%
Public Administration	41	1%	52	2%	44	1%	29	1%
Social Sciences	7	0%	1	0%	7	0%	6	0%
Mechanic Technologies	3	0%	-	0%	2	0%	3	0%
Precision Production	30	1%	42	1%	49	1%	38	1%
Visual and Performing Arts	1	0%	1	0%	1	0%	4	0%
Healthcare	18	1%	23	1%	13	0%	15	0%
Business	58	2%	48	1%	53	1%	47	1%
Total	25	1%	34	1%	25	1%	19	1%
	3,248	100%	3,338	100%	3,800	100%	3,458	100%

ICCB's Centralized Data System includes individual-level information on students enrolled and completing transfer degrees. Students completing an Associate in Arts and Associate in Science degree fulfill the General Education Core Curriculum as part of the Illinois Articulation Initiative. Indication and collection at the student-level of transfer degree major (i.e. area of concentration) varies within community college student information systems. For transfer degree students on a path with a specific area of concentration in mind, students consult with identified community college staff for appropriate course selection that apply to the bachelor's degree as indicated in the transfer program guides. Of note, ICCB recently introduced a data element as part of its Centralized Data System for students in transfer degree programs which includes the 6-digit Classification of Instructional Programs (CIP) code that best

corresponds with the student's area of concentration. ICCB will continue to collect and evaluate the feasibility of utilizing transfer degree area of concentration with IBHE as it pertains to examining major and transfer. While the IAI focuses on assisting students with no chosen transfer institution or a goal to transfer without certainty of major, tracking students by CIP code may potentially enhance the ability of ICCB and IBHE to track both students with an identified major and destination school as well as those who have yet to decide.

APPENDIX E: REVERSE TRANSFER PROCEDURES

ICCB/BHE

23 ILLINOIS ADMINISTRATIVE CODE 1502

1502.50

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER II: BOARD OF HIGHER EDUCATION

PART 1065

JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD:
RULES ON REVERSE TRANSFER OF CREDIT

AUTHORITY: Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

SOURCE: Adopted at 43 Ill. Reg. 15000, effective December 11, 2019.

(Editor's Note: This Part is a joint rule of the Board of Higher Education and Illinois Community College Board. The text of the Part appears at 23 Ill. Adm. Code 1502.)

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1502

JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD:
RULES ON REVERSE TRANSFER OF CREDIT

Section

1502.10	Purpose
1502.20	Definitions
1502.30	Student Eligibility
1502.40	Student Request
1502.50	Institutional Responsibilities
1502.60	Community College Determination to Award Degree
1502.70	Voluntary Participation by Others

AUTHORITY: Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

SOURCE: Adopted at 43 Ill. Reg. 14993, effective December 11, 2019.

Section 1502.10 Purpose

The purpose of this joint rule is to *foster the reverse transfer of credit for any student who has accumulated at least 15 hours of academic credit at a community college and a sufficient number of hours of academic credit at a State university in the prescribed courses necessary to meet a community college's requirements to be awarded an associate degree.* (Section 23 of the Act)

Section 1502.20 Definitions

"Act" means the Student Transfer Achievement Reform Act [110 ILCS 150].

"Admissions Office" means an office within a community college or State university responsible for recruiting and communicating with new and transfer students.

"Community College" means a public community college in this State. (Section 5 of the Act)

"Eligible Student" means a student who meets the criteria in Section 1502.30.

"Registrar's Office" means an office within a community college or State university responsible for registering students, keeping academic records, and corresponding with applicants and evaluating their credentials.

"Reverse Transfer of Credit" means the transfer of earned academic credit from a State university to a community college for the purpose of obtaining an associate degree at the community college. (Section 23 of the Act)

"Reverse Transfer Data Sharing Platform" means a national electronic data sharing and exchange platform that meets nationally accepted standards, conventions and practices, such as the National Student Clearinghouse or similar platform.

"Reverse Transfer Agreement" means an institutional agreement between one or more community colleges and a State university to share student transcripts when a student requests a reverse transfer of credit.

"Opt-in" means the student's decision to seek a reverse transfer of credit.

"State University" means a public university in this State. (Section 5 of the Act)

Section 1502.30 Student Eligibility

The reverse transfer of credit option is available to a student who is currently enrolled in a State university and has:

- a) Transferred to the State university from, or previously attended, a community college;
- b) Earned at least 15 credit hours of transferrable course work completed at a community college;
- c) Earned a cumulative total of at least 60 credit hours for transferrable course work successfully completed at the student's current or previously attended postsecondary institutions; and
- d) Submitted a request to the State university at which the student is currently enrolled.

Section 1502.40 Student Request

A student who meets the eligibility criteria in Section 1502.30 may request a reverse transfer of credit from the State university to the community college previously attended.

- a) The opportunity to opt-in may be taken at enrollment or at any time thereafter while enrolled at the State university. The student shall provide the information required in Section 1502.30 (a), (b) and (c) and authorize the release of his or her transcript information, pursuant to State university procedures.
- b) In the event that the student has earned credit hours at more than one community college or State university, the student shall:
 - 1) Identify the community colleges and State universities at which any credit hours have been earned; and
 - 2) Authorize release of his or her transcript information from the community colleges and State universities to the community college identified for the purpose of earning an associate degree through a reverse transfer of credit.

Section 1502.50 Institutional Responsibilities

- a) Each State university and community college shall make available an opt-in process for the reverse transfer of credit, pursuant to this Part.
- b) Each State university shall notify students who meet the eligibility criteria in Section 1502.30 each academic year. The notification shall include information about the State university's process to reverse transfer of credit.
- c) State universities and community colleges shall comply with the following process:
 - 1) Information about reverse transfer of credit shall, at a minimum, be clearly identified on the institution's Internet website and printed in course catalogs. This information shall also be made available through the admissions office and the registrar's office.
 - 2) After verifying student eligibility, the student information may be transferred through a reverse transfer data sharing platform or a reverse transfer agreement, or by contacting the institution directly.

Institutions are encouraged to use a Reverse Transfer Data Sharing Platform as a cost-effective method to exchange course level data. Any student information obtained from the platform must be accepted as official documentation of the student record.
 - 3) Transcript fees assessed to prepare and send student transcripts to community colleges may be waived to help promote the reverse transfer of credit. Community colleges may waive fees assessed to conduct degree audits and to process graduation applications as part of the reverse transfer of credits.
 - 4) After receiving the student information, the community college shall review the information and, if the community college determines the student has earned the credits required to receive an associate degree, may award the associate degree.
 - 5) *No later than 30 business days after receiving an application for reverse transfer of*

credit and all required transcripts, a community college shall notify an applicant if he or she qualifies for an associate degree based on the total earned credits. (Section 23 of the Act) The community college shall send the same notification to the State university.

- 6) In the event that the community college awards an associate degree pursuant to this Part, the community college shall send a student transcript to the State university. The transcript shall include the award of an associate degree.

Section 1502.60 Community College Determination to Award Degree

In awarding an associate degree, the community college shall evaluate the applicant's course work completed, along with the transfer credit earned, and shall determine whether the associate degree requirements have been met. (Section 23 of the Act) Nothing in this Part affects the ability of the community college to determine the course work required to earn an associate degree awarded by that institution.

Section 1502.70 Voluntary Participation by Others

This Part does not preclude private colleges and universities from voluntarily participating in the reverse transfer of credit.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
Dual Credit
(Future Consideration)**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Public Act 100-1049, adopted August 23, 2018, amends the Dual Credit Quality Act. The adopted amendment requires a community college district, upon the request of a school district within the jurisdiction of the community college district, to enter into a partnership agreement with the school district to offer dual credit coursework. In addition, high school teachers who do NOT meet Higher Learning Commission (HLC) and IBHE or ICCB requirements to be qualified faculty may teach dual credit courses under a professional development plan. These changes require the ICCB to amend its administrative rules regarding dual credit.

These proposed rules are being submitted to the Board for discussion prior to publication in the *Illinois Register* for the formal public comment period. They will be brought back to the Board for approval before submission to JCAR for final review.

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

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1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section	
1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training

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1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning

1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)
1501.307	Cooperative Agreements and Contracts
1501.308	Reporting Requirements
1501.309	Course Classification and Applicability
1501.310	Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311	Credit for Prior Learning
1501.313	Dual Credit

SUBPART D: STUDENTS

Section

1501.401	Definition of Terms (Repealed)
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section

1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits
1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
1501.508	Special Populations Grants (Repealed)
1501.509	Workforce Preparation Grants (Repealed)
1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
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,

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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. 7454, effective June 20, 2019, amended at 44 Ill. Reg. _____, effective _____.

Section 1501.301 Definition of Terms

"Adult Basic Education" means basic skills courses designed to bring students to a competency of Grade 8 equivalency, including English as a Second Language.

"Adult Secondary Education" means courses designed to bring students to a competency of Grade 12 equivalency, including English as a Second Language, and the high school equivalency examination preparation.

"Associate Degree" means an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

"Associate in Applied Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

"Associate in Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

"Associate in Engineering Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

"Associate in Fine Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

"Associate in General Studies Degree" means an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

"Associate in Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

"Baccalaureate/Transfer Education" means coursework intended to prepare individuals for transfer into a baccalaureate curriculum in a related field of study.

"Branch" means an administrative unit of a college that has a continuing educational mission and serves as a secondary instructional site for the college.

"Bridge Instruction" means coursework in adult education, remedial education, career and technical education, vocational skills education, or a combination of these types of education, to prepare individuals for entering credit courses and curricula.

"Campus" means an organized administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college.

"Career and Technical Education" means organized educational programs of study that prepare students for employment in a specific field and should be aligned with related secondary and/or upper-division programs that require a common knowledge and skill set.

"Certificate" means an award for satisfactory completion of a series of courses or curriculum of less than 59 semester credit hours.

"General Certificate" means a noncredit award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or general studies.

"Occupational or Career and Technical Certificate" means a credit award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field.

"College" means a district's administrative unit that is authorized by the Illinois Board of Higher Education to grant postsecondary-level degrees and certificates, is recognized by the ICCB, and provides a comprehensive program of instruction in accordance with Section 1-2(e) of the Act.

"Contact Hour" means instructional time based on a 50-60 minute clock hour of instructional activity that may include classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

"Course" means a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter.

"Credit for Prior Learning" means evaluation and assessment of a student's life learning through employment, training and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to

an acceptable degree of proficiency for college credit, certification or advanced standing toward further education or training.

"Curriculum" means an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

"District Curriculum" means a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

"General Studies Curriculum" means a curriculum designed to meet individual student goals, in the promotion of personal improvement and self-understanding.

"Regional Curriculum" means a curriculum approved for offering within a particular region of the State, on the basis of student interest and employment demand within the region. An institution holding authority to offer a regional curriculum shall not exclude additional districts, including those within the defined region or regional consortia of colleges, from requesting approval to offer the same curriculum in its district.

"Statewide Curriculum" means a curriculum approved for offering on the basis of student interest and employment demand statewide. An institution holding authority to offer a statewide curriculum shall not exclude additional districts from requesting approval to offer the same curriculum statewide, regionally or in its district.

["Dual Credit Course" means a college course taken by a high school student for credit at both the college and high school level \[110 ILCS 27\].](#)

"Educational Agency" means an agency, corporation, or other defined legal entity that offers instruction.

"Electronic Exchange System" means an online tool for organizing ICCB proposals and tracking their status.

"Extension Center" means an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

"GECC" means the General Education Core Curriculum of the Illinois Articulation Initiative.

"General Education Core Curriculum Credential" or "GECC Credential" means a credential provided by the college for completion of the 37 to 41 credit hours to satisfy the GECC.

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"Higher Learning Commission" or "HLC" means an independent corporation that serves as one of six regional institutional accreditors in the U.S. and accredits degree-granting post-secondary educational institutions in the North Central Region, which includes Illinois.

"Instructional Activity" means classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

"Internship/Practicum" means a course of planned and supervised training that allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

"Laboratory" means a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

"Lecture" means a course presented in an oral or related format that allows for content to be discussed among class participants.

"PBVS Program of Study" means any of the programs listed in Section 10 of the Career and Workforce Transition Act [110 ILCS 151].

"Principal Site" means the official mailing address of the college.

"Private Business Vocational School" or "PBVS" means a non-degree granting institution that is regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 [105 ILCS 426] and that is nationally accredited by an accreditor approved by the U.S. Department of Education.

"Public Service" means noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community, designed to be of service to the public.

"Remedial Education" means courses in computation, communication (that is, writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through

standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered before entry into postsecondary education.

"Research" means investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply those revised theories.

"Secondary School" means a private or parochial secondary school, public secondary school district, or public unit school district.

"Unit of Instruction" means any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.

Any existing organized program of study offered at a new geographical location outside of the college district.

Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus or branch.

"Unit of Research or Public Service" means a college's subdivision (e.g., a division, institute or center) that administers one or more research or public service programs.

"Vocational Skills Education" means courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.313 Dual Credit

- a) “Dual Credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet the following requirements:
 - 1) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional

procedures and academic standards apply to students, faculty, and staff associated with these courses.

2) Instructors. The instructors for these courses shall be selected, employed, and reviewed by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level.

A) For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching.

B) High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection *to determine minimally qualified faculty, may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education, by December 31, 2022, to raise his or her credentials to be in line with the credentials.*

i) The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.

ii) These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.

iii) The instructor shall qualify for a professional development plan if the instructor:

- Has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or
- Has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach; and

- Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan.

iv) The provisions of this subsection (B) shall not apply after December 31, 2022.

C) For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.

- 3) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.
- 4) Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.
- 5) Course Offerings. Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.
- 6) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.

- 7) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.

- b) A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.
 - 1) A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act as a dual credit course on the campus of a high school of the school district and may use a high school instructor who has met the academic credential requirements under this subsection (a) to teach the dual credit course.

 - 2) The partnership agreement shall include all of the following:
 - A) Definition of roles and responsibilities for both the college and the high school.

 - B) The dual credit courses that the high school district will offer its students and location of courses.

 - C) Criteria for eligibility for high school students to enroll in dual credit coursework.

 - D) Limitations that the college or school district may have on course offerings.

 - E) Requirements for academic credentials for dual credit instructors, consistent with ICCB rules and Higher Learning Commission standards.

 - F) Criteria by which the school district shall identify and the college review and approve high school instructors of dual credit on the high school campus.

 - G) Criteria as to how the college will take appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college.

 - H) Identification of costs associated with the dual credit course.

 - I) The college shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who

complete dual credit courses consistent with students in traditional credit-bearing college courses.

3) If, within 180 calendar days of the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement on the partnership agreement, then the school district and community college district shall jointly implement the provisions of the Model Partnership Agreement, published on the ICCB website.

4) A college may combine its negotiations with multiple high schools to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.507 Credit Hour Claims

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each term in a format used by ICCB.
- b) Course Requirements. Courses that produce credit hours eligible for ICCB grants shall satisfy the following requirements:
 - 1) Courses shall be offered for the number of credit hours for which they are approved by ICCB.
 - 2) Courses that have variable credit hours shall be claimed in specified increments only up to the maximum credit value approved for the course.
 - 3) Course data shall be posted to the permanent academic record of each student claimed.
 - 4) Courses shall be a part of units of instruction that have been approved by ICCB, or the courses must be authorized extensions of existing units of instruction.
 - 5) Courses shall have specific written objectives.
 - 6) A course outline shall be available for review by any student or citizen.
 - 7) Courses shall have a method of evaluating student performance that follows the adopted college grading system.

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- 8) Courses shall follow the adopted college policies on student tuition.
- 9) The following categories of physical education courses shall be the only ones to produce eligible credit hours:
 - A) Elective physical education courses;
 - B) Required courses for majors and minors in physical education, recreational leadership, and related programs;
 - C) Physical education courses in teacher education programs as required by the State Educator Preparation and Licensure Board.
- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to ICCB. The criteria utilized by ICCB for exceptions shall include:
 - A) documentation of need for an intensified or accelerated schedule;
 - B) student population identified with testing and/or screening to indicate special needs and/or competencies;
 - C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
 - D) time period of instructional activity and projected termination date;
 - E) procedures to evaluate the accelerated instructional activity.
- ~~11) Dual Credit courses offered by the college for high school students during the regular school day shall be college level and shall meet the following requirements:
 - ~~A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college level courses offered by the college on campus, at off-campus sites,~~~~

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~~and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.~~

- ~~B) — Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.~~
- ~~C) — Qualification of Students. Students accepted for enrollment in college level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.~~
- ~~D) — Placement Testing and Prerequisites. High school students enrolling in college level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.~~
- ~~E) — Course Offerings. Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm.~~

~~Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.~~

~~Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.~~

~~F) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.~~

- c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.
 - 2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.
 - 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.
 - 4) Students shall be residents of the State of Illinois.
 - 5) Auditors or visitors in a course shall not produce eligible credit hours.
 - 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
 - A) If the student completed the course the first time of

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enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time;

- B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time;
 - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program;
 - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area; or
 - E) If a course has been approved by ICCB to be repeated, the student may repeat the course and be claimed as often as approved by ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
- 1) Credit by examination;
 - 2) Military service credit for physical education;
 - 3) Transfer of credit earned at other institutions or in the armed forces;
 - 4) Proficiency examinations;
 - 5) Advanced placement credits;
 - 6) Other methods of program acceleration that do not include instruction.
 - 7) [Credit hours generated by freshman and sophomore students for dual credit courses.](#)
- e) Midterm Class List Certification Requirements
- 1) The midterm class lists' primary purpose shall be for

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certification of students' credit hours for State funding eligibility or ineligibility.

- 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class, as indicated by that instructor's midterm certification signature.
- 3) The college shall document and communicate district requirements to faculty each semester.
- 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.
- 5) Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the midterm class list requirements of this subsection (e) provided that a final class list is provided.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

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/Appointments Matters 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.