

Agenda
441st Meeting of the
Illinois Community College Board

Zoom Meeting
<https://us02web.zoom.us/j/88659181544?pwd=QTdXTW5ETzB3SmxHS1JYcFFlXlsUT09>
Meeting ID: 886 5918 1544
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September 11, 2020

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4. Board Member Comments	—
4.1 Illinois Board of Higher Education Report <i>Dr. Teresa Garate</i>	
5. Executive Director Report <i>Dr. Brian Durham</i>	—
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7. Advisory Organizations	
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7.2 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
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Illinois Community College Board

APPROVAL OF FY21 ILLINOIS COMMUNITY COLLEGE BOARD GOALS

On August 19, 2020, the Illinois Community College Board (ICCB) held its annual retreat for Board Members to review and revise the current Board goals. The discussion focused on progress made on goals, current issues for the community college system, including equity considerations and COVID-19 support for the community college system. Listed below are the recommended goals that emerged from that conversation.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following goal statement and three Board goals for fiscal year 2021:

The Illinois Community College Board hereby affirms the mission of the state's 48 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 minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- Goal 2: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- Goal 3: 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.

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.

Item #6.1
September 11, 2020

Illinois Community College Board

**FINANCE, BUDGETING, ACCOUNTABILITY, & 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:

- Timeliness of State Payments
- Spring 2021 Legislative Agenda
- Public Relations and Marketing Update
- Economic Impact Study
- Employee Guidebook Updates
- Administrative Rule Changes
- Other Business
- Adjournment

Illinois Community College Board

**ACADEMIC, WORKFORCE, AND STUDENT SUPPORT
COMMITTEE AGENDA**

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

- High School Equivalency (Jennifer Foster)
 - Discounted Testing
 - Elimination of the Constitution Requirement
 - *(Committee Recommendation)*

- Committee Structure Discussion

- Equity Discussion
 - Diversity Equity and Inclusion Initiative (Jennifer Foster)
 - Career Technical Education (Whitney Thompson)

- New Units (Marcus Brown)
 - *(Board Action Item)*

- Other

- Adjournment

Item #8
September 11, 2020

Illinois Community College Board

**EQUITY, ENROLLMENT, AND OUTCOMES IN THE ILLINOIS COMMUNITY COLLEGE
SYSTEM PRESENTATION**

Data deriving from ICCB's Centralized Data System will be shared about Illinois community college equity, enrollment, and outcome trends in Illinois and in comparison to other sectors. Student subgroups such as race/ethnicity will be included in the student population analysis. The publicly available Illinois Postsecondary Profiles platform will be briefly discussed to highlight continued efforts to ensure transparency in equity outcomes.

Illinois Community College Board

WORKFORCE EQUITY INITIATIVE (WEI) PANEL DISCUSSION

In fiscal year 2019, the Illinois Community College Underrepresented Report noted that across all minority groups in 2019, minority Career and Technical Education (CTE) program graduates accounted for 37% of completers. Among these, only 12% were African Americans. More than one-third (38.4 percent) of all degrees and certificates in fiscal year 2019 were awarded to minority students. While there was an increase in minority completions of 11%, there was still a decrease in African American student completions of 2%.

Public Act 101-0007 provided \$18.7 million dollars to respond to the increasing need to ensure workforce equity for African Americans in Illinois. The ICCB provided grant-funding to 15 community colleges in fiscal year 2020 to focus on improving workforce equity in at-risk communities. As a part of the Workforce Equity Initiative (WEI), African American participants must represent a minimum of **60%** of the total population to be served.

The grants purpose is to create, support or expand short-term workforce training opportunities in high-need communities focused on specific sectors with identified workforce gaps. The grant targets populations from “Disproportionately Impacted Areas”, including areas that have:

- a poverty rate of at least 20%;
- 75% or more of the children participate in the federal free lunch;
- at least 20% of households receive assistance under the Supplemental Nutrition Assistance Program;
- unemployment rates of more than 120% of the national unemployment average, for two consecutive calendar years; and/or
- high rates of arrest, conviction, incarceration, ex-offenders, gun violence, and low rates of home ownership.

Three Illinois Community Colleges: Illinois Central College (lead college), Chicago City College- Olive Harvey College and South Suburban College will share their experiences and successes in helping African American students enter and succeed in postsecondary education/training programs. These training programs must be on a career pathway leading to employment in high skilled, high wage, and in-demand occupations earning 30% above the living wage.

Illinois Community College Board

NEW UNITS OF INSTRUCTION
Permanent Approval

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Morton College

- Associate in Engineering Science (A.E.S.) degree (65 credit hours)

Harry S Truman College

- Barbering Certificate (50 credit hours)

Rock Valley College

- Advanced Mechatronics Certificate (31 credit hours)
- Multimedia Journalism Certificate (32 credit hours)

Shawnee Community College

- Barbering Certificate (40 credit hours)
- Esthetics Certificate (32 credit hours)

BACKGROUND

Morton College Associate in Engineering Science (A.E.S.) degree (65 credit hours)

Morton College is seeking approval to offer a 65 credit hour Associate in Engineering Science (A.E.S.) degree for students planning to pursue a Bachelor's of Science in Engineering degree upon transfer to a baccalaureate institution. The proposed A.E.S degree curriculum is closely aligned with lower division coursework at universities offering bachelor's degree programs in all engineering majors. The proposal satisfies ICCB Administrative Rules for the A.E.S. degree program, regarding total credit hours, general education requirements, faculty qualifications, and the IAI engineering major panel recommendations. To gain admission to this program, students must meet the general admission standards for the college. The A.E.S degree program at Morton College will target recent high school graduates or returning students who are especially strong in math, science, and writing skills. During the past five years the college was awarded several grants to promote and develop STEM education in the district. Related to this process the college identified gaps in service to a large number of students interested in pursuing STEM education for transfer to a baccalaureate institution. The current Associate in Science (A.S.) degree has not fulfilled the need for these students. An approved A.E.S. degree program at Morton College will provide a clear academic pathway for students pursuing a baccalaureate/transfer engineering degree, will encourage completion of a program without the ambiguity of coursework, and will reduce the cost for the students. Existing classroom, computer labs, and libraries are adequate for the implementation of the proposed program. The college plans to renovate several existing laboratories specifically for engineering coursework and purchase equipment using existing Title III grant funds. The program will otherwise be supported fiscally through student tuition and fees.

Harry S Truman College Barbering Certificate (50 credit hours)

Program Purpose: This program will prepare individuals for required state licensure and entry-level employment as barbers.

Catalog Description: The Barbering program at Truman College offers students hands on training in the art, science and technique used in the barbering. This includes the design of hair, facial shaving, chemical services for hair, installation of temporary hair pieces, salon operations, and barber license review. The program meets the standards of the Illinois Department of Finance and Professional Regulation (IDFPR) in total hours, teaching staff, equipment, facilities, libraries, and course content. Students are required to complete a specific number of practical learning experience hours in a barbering salon. Once students have completed all coursework and laboratory hours, they are ready to sit for the licensure examination through the IDFPR. Students must be licensed in order to practice Barbering in Illinois.

Curricular Information: The curriculum requires 50 credit hours of career and technical education coursework. The career and technical component includes instruction in introduction to barbering, introductory/intermediate/advanced levels in the art of barbering, introductory/intermediate /advanced levels of salon operations, chemical services, barber styling, barber business, and barber license review. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning will be achieved through evaluation of the student's performance during the practical learning experiences imbedded in the courses. Students will be evaluated during their work-based learning experience by program faculty, including a licensed barber-instructor.

Accrediting Information: The program must be approved by IDFPR in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The college has plans to seek IDFPR approval once all required State Board approvals have been received and the Barber College Salon is ready for inspection.

Justification for Credit hours required: Barber curriculum in the State of Illinois must be a minimum of 1500 clock hours, according to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to barbering is expected to increase locally around 10%, statewide around 4%, and nationally around 13% through the year 2026.

Table 1: Employer Partners

Employer	Location
Larry's Barber Shop	Multiple Locations / Chicago, IL

Table 2: Projected Enrollments

Barbering Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	25	30	35
Part-Time Enrollments:	10	10	10
Completions:	25	30	35

Financial / Budgetary Information: The programs will require four (4) new part-time faculty the first year. Qualified faculty will hold a current professional license in barber instruction, hold a current Illinois Barber License, have at least two years work experience as a professional barber and one year teaching experience. Some new equipment purchases to meet IDFPR requirements have been budgeted during the first year. The program will share many existing resources with the college's approved Cosmetology training program. The Barbering Certificate program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$43,200	\$44,496	\$45,830
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$10,330	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$53,530	\$44,496	\$45,830

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	4	0	0	0	0
Existing Faculty	0	0	0	4	0	4

Rock Valley College
Advanced Mechatronics Certificate (31 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as maintenance technicians capable of testing and repairing machines but also reprogramming controls for streamlining processes.

Catalog Description: Graduates of the Advanced Mechatronics Certificate program are prepared for career in advanced automation, robotics, and the application of mechanical and electrical technologies to support local industries. This Advanced Certificate includes building, maintaining and troubleshooting automated

manufacturing systems, servicing, and adjusting robots, writing PLC programming, servicing pneumatic and hydraulic equipment, and monitoring manufacturing safety and quality.

Curricular Information: The curriculum requires 31 credit hours of career and technical education coursework. The career and technical component includes instruction in college-level mathematics, introductory-intermediate-advanced levels of mechanical systems, electrical systems, graphics, robotics and automation, advanced manufacturing, fundamentals of programmable logic controllers (PLCs), applications of PLCs, pneumatics and hydraulics, industrial robots, and work place ethics. Assessment of student learning will be achieved through evaluation of the student’s performance on a comprehensive final project. The proposed program will also provide an educational ladder opportunity for students and graduates of the college’s existing Fundamentals of Mechatronics Certificate.

Accrediting Information: NA.

Justification for Credit hours required: The program exceeds 30 credit hours by one credit, which is tied directly to one, 1-credit hour work place ethics course the program advisory committee felt was important to students.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to industrial machinery maintenance are expected to increase by 10.3% statewide through the year 2026.

Table 1: Employer Partners

Employer	Location
Bergstrom, Inc.	Rockford, IL
Bourn-Koch	Rockford, IL
Martin Automatic	Rockford, IL
Dial Machine	Rockford, IL
IMA Automation	Rockford, IL
All World Machinery	Roscoe, IL

Table 2: Projected Enrollments

Adv Mechatronics Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	4	4	8
Part-Time Enrollments:	8	16	20
Completions:	1	4	8

Financial / Budgetary Information: The program will require one (1) existing full-time and five (5) new part-time faculty the first year. Qualified faculty will hold at least an Associate’s degree in an industrial maintenance related field, certification specific to skills being taught, at least one year related work experience and some teaching experience is preferred. Industry certifications in SolidWorks for graphics courses, FANUC certification for robotics and automation courses is required.

All facilities are in place to adequately support the program. Equipment purchases are planned during the first two years of the program. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	\$80,000	\$80,000
Administrator Costs	-	-	-
Other Personnel costs (staff support)	\$15,750	\$3,150	\$18,900
Equipment Costs	\$326,210	\$84,665	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$341,960	\$167,815	\$98,900

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	5	1	4	0	0
Existing Faculty	0	1	0	6	1	10

Rock Valley College
Multimedia Journalism Certificate (32 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment in journalism and public relations positions.

Catalog Description: Students who complete the Multimedia Journalism Certificate program will learn how to write and edit news stories, design and create new web pages, produce audio and video documentaries, and much more. Graduates of this program are ready to join the world of journalism and public relations with a complete journalism portfolio in hand.

Curricular Information: The curriculum requires 32 credit hours of career and technical education coursework. The career and technical component includes instruction in introduction to mass communications, public relations, news writing, news editing, writing for multimedia, photojournalism, broadcast announcing, audio production, video production, work place ethics, documentary production, and a required mass communications internship. 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.

Accrediting Information: NA.

Justification for Credit hours required: The program exceeds 30 credit hours by two credits, which ties directly to two, 1-credit hour courses the program advisory committee felt were important to students: the workplace ethics and internship courses.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to journalism and public relations are expected to increase by 3.5% statewide through the year 2026.

Table 1: Employer Partners

<u>Employer</u>	<u>Location</u>
WTVO	Rockford, IL
WREX	Rockford, IL
WIFR	Rockford, IL
WNIJ/WNIU	DeKalb, IL
Mid-West Family Broadcasting	DeKalb, IL
Townsquare Media	Rockford, IL
Rockford Register Star	Rockford, IL
Rock River Times	Rockford, IL
Rockford Buzz	Rockford, IL
Mosaic World Film Festival	DeKalb, IL

Table 2: Projected Enrollments

<u>Multimedia Journalism Certificate</u>	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	6	9	12
Completions:	5	10	15

Financial / Budgetary Information: The program will require one (1) existing full-time and three (3) new part-time faculty the first year.

Qualified faculty will hold a Master’s degree for transferable coursework or a Bachelor’s degree in Journalism or Public Relations for career and technical coursework. At least one to five years work experience in the field and one year teaching experience are preferred.

All facilities and equipment are in place to adequately support the program. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Faculty Costs	\$100,000	\$100,000	\$100,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$100,000	\$100,000	\$100,00

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

Shawnee Community College
Barbering Certificate (40 credit hours)

Program Purpose: This program will prepare individuals for required state licensure and entry-level employment as barbers.

Catalog Description: The Shawnee Community College Barbering Certificate is designed to provide students with the basic knowledge and industry standard entry level skills required for state licensure. This includes the design of hair, facial shaving, chemical services for hair, installation of temporary hair pieces, salon operations, and barber license review. The program meets the standards of the Illinois Department of Finance and Professional Regulation (IDFPR) in total hours, teaching staff, equipment, facilities, libraries, and course content. Students are required to complete a specific number of practical learning experience hours in a barbering salon. Once students have completed all coursework and laboratory hours, they are ready to sit for the licensure examination through the IDFPR. Students must be licensed in order to practice Barbering in Illinois.

Curricular Information: The curriculum requires 40 credit hours of career and technical education coursework and a required internship experience. The career and technical component includes instruction in introduction to barbering, introductory/intermediate/advanced levels in the art of barbering, introductory/intermediate /advanced levels of salon operations, chemical services, barber styling, barber business, and barber license review. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning will be achieved through evaluation of the student’s performance during the practical learning experiences imbedded in the courses. Students will be evaluated during their work-based learning experience by program faculty, including a licensed barber-instructor.

Accrediting Information: The program must be approved by IDFPR in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail

Technology Act. The college has plans to seek IDFPR approval once all required State Board approvals have been received and the Barber College Salon is ready for inspection.

Justification for Credit hours required: Barber curriculum in the State of Illinois must be a minimum of 1500 clock hours, according to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to barbering is expected to increase locally around 7%, statewide around 4%, and nationally around 13% through the year 2026.

Table 1: Employer Partners

Employer	Location
Kelly's Mane Image	Metropolis, IL
Beyond the Mirror	Metropolis, IL
Cheveux Salon	Marion, IL
Smart Style	Harrisburg, IL
Sylvia's Brushstrokes	Vienna, IL

Table 2: Projected Enrollments

Barbering Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	15	30	40
Part-Time Enrollments:	-	-	-
Completions:	15	30	40

Financial / Budgetary Information: The programs will require one (1) new full, two (2) existing full-time and one (1) existing part-time faculty the first year. Qualified faculty will hold a current professional license in barber instruction, hold a current Illinois Barber License, have at least two years work experience as a professional barber and one year teaching experience. The program will share existing resources with the college's approved Cosmetology training program. The Barbering Certificate program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$38,615	\$38,615	\$38,615
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (instructional materials & IDFPR Fees)	\$5,240	\$5,185	\$5,185
TOTAL NEW COSTS	\$43,855	\$43,800	\$43,800

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	0	0
Existing Faculty	2	1	3	1	3	1

Shawnee Community College
Esthetics Certificate (32 credit hours)

Program Purpose: This program will prepare individuals for required state licensure and entry-level employment as estheticians.

Catalog Description: The Shawnee Community College Esthetics Certificate is designed to provide students with the basic knowledge and industry standard entry level skills required for state licensure. The program meets the standards of the Illinois Department of Finance and Professional Regulation (IDFPR) in total hours, teaching staff, equipment, facilities, libraries, and course content. The program will prepare students for the National Esthetician Certification Association (NCEA) Certified Esthetician credential, and licensure in Illinois, a requirement for employment.

Curricular Information: The curriculum requires 32 credit hours of career and technical education coursework and a required internship experience. The curriculum includes coursework in professional ethics, personal hygiene, sterilization and sanitation, skin analysis, scientific concepts of skin care, special esthetics procedures, non-therapeutic massage, skin health and nutrition, mask therapy, facial treatments, professional equipment usage, hair removal processes and professional makeup techniques, in addition to 850 hours of clinical practice. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning will be achieved through evaluation of the student's performance during the practical learning experiences imbedded in the courses. Students will be evaluated during their work-based learning experience by program faculty, including a licensed esthetics instructor.

Accrediting Information: The program must be approved by IDFPR in compliance with Section 1175.835 Esthetics Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The college has plans to seek IDFPR and NCEA approval once all required State Board approvals have been received.

Justification for Credit hours required: Esthetics curriculum in the State of Illinois must be a minimum of 850 clock hours, according to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in esthetics and skin care occupations is expected to increase around 4% statewide through the year 2026.

Table 1: Employer Partners

Employer	Location
Kelly's Mane Image	Metropolis, IL
Beyond the Mirror	Metropolis, IL
Cheveux Salon	Marion, IL
Smart Style	Harrisburg, IL
Sylvia's Brushstrokes	Vienna, IL

Table 2: Projected Enrollments

Esthetics Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	15	30	40
Part-Time Enrollments:	-	-	-
Completions:	15	30	40

Financial / Budgetary Information: The program will require one (1) new full, two (2) existing full-time and one (1) existing part-time faculty the first year. Qualified faculty will hold a current professional license in esthetics, hold a current Illinois License, have at least two years work experience as a professional esthetician and one year teaching experience. The program will share existing resources with the college's approved Cosmetology training program. The Esthetics Certificate program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$24,424	\$24,424	\$24,424
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (instructional materials & IDFPR Expansion fee)	\$7,057	\$7,007	\$7,007
TOTAL NEW COSTS	\$31,481	\$31,431	\$31,431

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	0	0
Existing Faculty	2	1	3	1	3	1

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD RECOGNITION OF COMMUNITY COLLEGES

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2016 – 2020 include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2020, Heartland Community College and Moraine Valley Community College underwent an in-depth recognition evaluation. The college submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the college that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Heartland Community College, District 540
Moraine Valley Community College, District 524

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions – The district does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

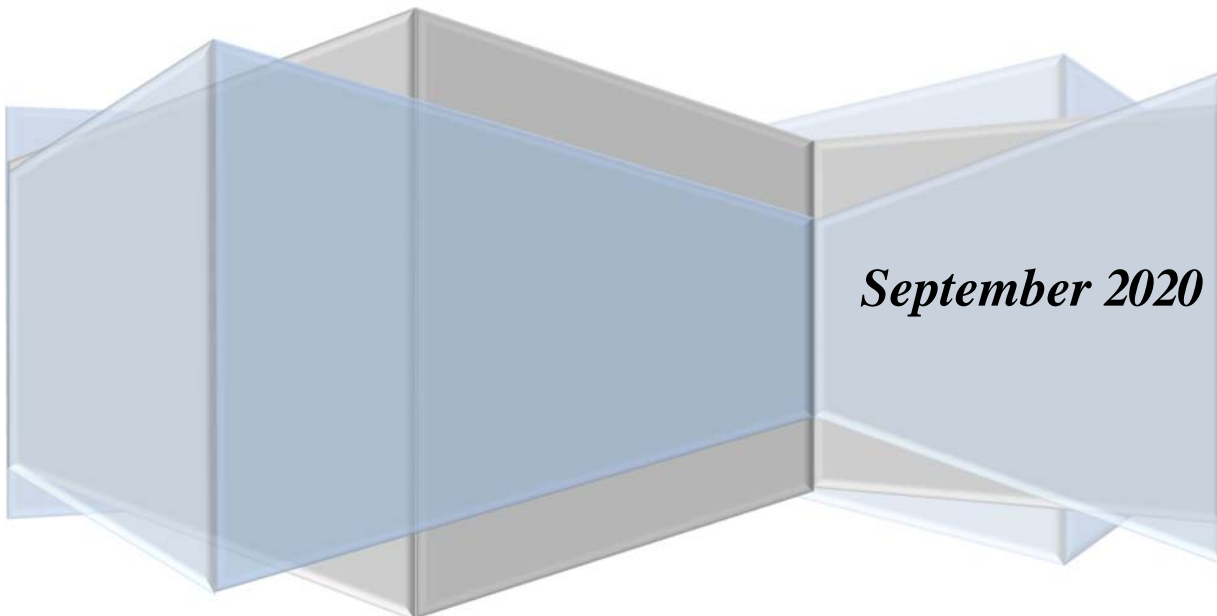
Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.

Data deriving from ICCB's Centralized Data System will be shared about Illinois community college equity, enrollment, and outcome trends in Illinois and in comparison to other sectors. Student subgroups such as race/ethnicity will be included in the student population analysis. The publicly available Illinois Postsecondary Profiles platform will be briefly discussed to highlight continued efforts to ensure transparency in equity outcomes.



RECOGNITION REPORT

HEARTLAND COMMUNITY COLLEGE



Illinois Community College Board
RECOGNITION REPORT
FOR
HEARTLAND COMMUNITY COLLEGE
September 2020

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Heartland Community College, District 540. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Heartland Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Heartland Community College's 2019-2020 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Heartland Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Engineering Science (A.E.S). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

Compliance Recommendations: None.

3. Academic Control

According to Heartland Community College, the college maintains academic control of the design, conduct, and evaluation of academic programs. The institution's process indicates that the relevant faculty and two shared governance committees, the Curriculum and Academic Standards Committee, and the Assessment Committee, coordinate curriculum development and assessment functions.

Compliance Recommendation: None.

4. Curriculum

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

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

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

Compliance Recommendation: None.

5. Dual Credit

As part of Heartland Community College's 2020 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2018 and 50 from fiscal year 2019. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2018 and 2019, including their credentials.

State Laws and Regulations and Accreditation Standards.

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

Instructors.

During fiscal years 2018 through 2019, it was reported that 68 instructors taught transfer (1.1) dual credit courses. Of these instructors, six did not appear to hold the appropriate

credentials to teach transfer courses. It was reported that 31 instructors taught career and technical education (1.2) dual credit courses. All instructors held the appropriate credentials and number of hours of relevant work experience to teach career and technical education courses.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, one student did not meet the pre-requisite requirements for the dual credit course.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Heartland Community College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The college noted several areas where tested experience or proficiency was observed in lieu of the required credentials cited in Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B). The ICCB does not have a policy on tested experience. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: College processes for reviewing faculty credentials and approving faculty to teach are identical for dual credit as they are for any campus course and we believe those processes are sound. There were 8 discrepancies noted by ICCB.

In the cases found to be in violation, 4 were approved on tested experience which we believed to be an accepted means of approval per the Higher Learning Commission (HLC). While we now understand the ICCB does not currently have a standard related to tested experience, the HLC requires the colleges to develop a tested experience policy at the college level. Therefore, it would be appropriate and beneficial for the ICCB to develop relevant standards. In the meantime, HCC will de-approve the 4 instructors currently approved under the College's tested experience policy.

In another case in math the faculty member in question, does has have the math graduate hours to teach dual credit MATH 141: Intro to Statistics (8 in math content plus meets 18 minimum with math education graduate hours), but he was inappropriately also qualified to teach MATH 111: Finite. That has been corrected.

The final case, for CHLD 101 and CHLD 102, was approved in error and has been de-approved.

Compliance Recommendation 2: In order to comply with ICCB Administrative Rule 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response: College processes for ensuring students meet the criteria, prerequisites, and/or placement procedures for each course are sound. However, in the one incident we cited for non-compliance our Associate Dean of Technology and the dual credit instructor of record approved an exception; because the student had already demonstrated knowledge through successful completion of prior coursework that corresponded directly with the curriculum of the required prerequisite course. No such exceptions that are not accounted for in our policies, standards, procedures or guidelines will be allowed in the future.

6. Assessment Plans

The institution has in place a systematic process to evaluate student performance and ensure quality of academic programs. The plan indicates that programs conduct program and course assessment using the ICCB's Program Review Process and the Higher Learning Commission's accreditation reaffirmation process. The Master Course Syllabus review process verifies learning outcomes and essential competencies. An annual assessment allows faculty opportunity to submit evidence of student learning assessment, reflect on assessment activities, and offer recommendations for updates to the learning outcomes and essential skills. Additionally, the institution utilizes the following external instruments to compare Heartland Community College to other institutions across the state and nationally: CCSSE, SSI survey, NCCBP. The Assessment Committee coordinates the student learning assessment in academic courses and co-curricular activities.

Compliance Recommendation: None.

7. Student Evaluation

Heartland Community College has a well-defined system for evaluating and recording student performance in courses and programs. The college has Board policies governing its grading system, final examinations, incomplete grades, mid-term grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

Heartland reports that instructors teaching a transfer-level course are required to have a

minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested full- and part-time faculty who taught in the academic years 2018 – 2019, which were requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that two faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The institution's Instructional Development Center provides professional development opportunities for faculty in the areas of accessibility, assessment, student support, personal development, sustainability, technology, and a host of other topics. The Center for Disability Services serves students who self-disclose their need for accessibility support and resources, and liaises with faculty to ensure students receive appropriate accommodations.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. With regards to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: Heartland Community College employs a sound process for ensuring instructors meet the standards set by the Higher Learning Commission and the ICCB. Three instructors were indicated as not having met the ICCB standards. A further review of the faculty documents indicates the following: The qualifications audit one was modified by the Provost upon review. The initial finding that the faculty member was qualified to teach English was overturned. This information was conveyed to HR. However, the Provost's office failed to follow up with the hiring supervisor. This is a flaw in the system,

which we will correct. The faculty member is qualified to teach Education courses, not English. A review of the Qualifications Audit for another faculty member reveals an error. The audit indicates a Master's degree in English. In fact, the faculty member holds an MS in Curriculum and Instruction. He does not have sufficient graduate hours in English to qualify to teach English.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment and college catalog. The college relayed in the self-assessment that it offers an A.A.S. in Industrial Maintenance at the Exelon Clinton Power Station. Agreement was reached with Richland Community College, the district home to the power station, to offer this program under a customized training contract with Exelon Corporation. Instruction is provided exclusively onsite at the Exelon Clinton Power Station to incumbent Exelon employees. The self-assessment made mention of no other cooperative agreements currently in place.

Heartland Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. Reference is made to the CAREER Agreement, not by name, on page 244 of the college's course catalog. However, it incorrectly references that the agreement is with 36 colleges.

Compliance Recommendation: None.

Advisory Recommendation: All cooperative and inter-district agreements must be approved by the ICCB. The college should submit to the ICCB for retroactive approval the agreement with Richland Community College to offer instruction at the Exelon Clinton Power Station.

The ICCB recommends that Heartland Community College update their course catalog to reflect that all 39 community college districts are now participating in the CAREER Agreement.

College Response: No cooperative or inter-district agreement exists related to the Customized Training Program at Exelon's Clinton Power Station. Richland Community College was approached by Exelon to offer a customized program. Richland did not believe themselves able to provide such a program and declined. Heartland was then approached by Exelon and developed an appropriate program. HCC reached out to Richland's CAO, Denise Crews, who provided verbal confirmation that Richland was not interested in the program and was agreeable to HCC moving forward with Exelon. Richland plays no role in the customized training. A customized training agreement between Exelon and HCC is available for review.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog, policy handbook, college website, student handbook, and the college's self-assessment. Heartland Community College's academic calendar includes at least 15 weeks, with at least 75 full days of instruction for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule 23 Ill. Adm. Code 1501.303 e)6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Heartland Community College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. The college has shown intentionality in improving consistency and quality of the Program Review process. Heartland Community College should continue to review and utilize the recommendations and feedback given by the ICCB. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Heartland Community College's advising and counseling program is extensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Heartland has adopted a Strategic Enrollment Management approach to combine clear and focused enrollment goals and a plan for enrollment management/student success that is coordinated across Academic Affairs, Enrollment Services, and Student Support Services to best serve students and assist them in reaching their goals. The college has several advising initiatives such as Intentional Design of Advisement Appointment, pop-in appointments, priority advising, Near-Completer, HS Dual Credit Advisement Rediscover Heartland, and Outreach to Stop-Outs. The college plans to increase continued intrusive efforts in working with students at 15, 30, and 45 credit hours to plan accordingly for completion of credential and continue monitoring the impact on successful progress for those students completing the NSD appointment.

Compliance Recommendation: None.

Part B: Financial Aid

Heartland Community College provided a holistic review of its Financial Aid Department. All awarded students are sent emails directing them to the student center awards page, each student is sent an electronic copy of the award letter to the campus email account and the college is using the Shopping sheet provided by the Department of Education to show school budget and how aid will apply, so the student can compare cost benefits of attending the institution. The financial aid office provides weekly workshops on Wednesday and offers students the opportunity to schedule a 1:1 appointment for assistance with the FAFSA completion process. According to the college, in 2018 a pilot program was initiated to give students additional support during a financial aid probationary period. The program focused on students who were granted appeals for continued eligibility and placed on a probation for financial aid. If a student needed more than 12 credit hours to regain full eligibility, the student was required to meet with a success coach and develop a plan of action for long term success. As a condition of the probation contract, the student is required to meet with a success coach before completion of the probationary term. Success plans are maintained in the student's file. During the pilot period, there has been a 15 percent increase in the number of students meeting conditions of probation and maintaining eligibility for future terms

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification and acquisition, and student work-study. All of these services are available during normal business hours. The college indicated that it is in the process of examining how to best structure and provide comprehensive career counseling and advising as well as support for job experiences (job shadows, internships, apprenticeships) and job placement. A proposal for a new structure will be finalized by summer 2020, with any restructuring of personnel and supports to be completed in fiscal year 2021.

Compliance Recommendation: None.

Part D: Support Services

Heartland Community College provides various support services to students, which include Office of Disability, Student Life, TRiO, and veteran's services.

The college offers academic support services, including peer tutoring and the student help desk, and personal counseling is available to those students who are presently enrolled at the college to assist with managing personal and emotional barriers that may be interfering with academic success. The college currently has two initiatives to improve efforts which include a Strategic Enrollment Management plan goal to increase enrollments from traditionally under-represented racial/ethnic groups and a Presidential Task Force on

Diversity and Inclusion.

The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note takers, and specialized software/hardware.

Veterans and military personnel student services are provided by a variety of personnel at the college including the Director of Financial Aid, the Assistant Director of Financial Aid and Veterans Affairs, an academic advisor assigned to serve veterans, and the Coordinator of Success Connections assigned to provide success coaching to veterans. Additionally, the college has a Veterans' Center designed to serve as a centralized resource for the 250+ Armed Forces veterans currently attending Heartland Community College.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in the middle of November 2019. During this visit, ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2018, fall 2018, and spring 2019 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of courses (Law Enforcement and EMT Courses) that did not comply with 110 ILCS 805/2-16.02 which states the district must have 50 percent of the cost of a program to submit a course for state grants. The district will recertify the corrected hours after removing those courses.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02 Heartland Community College must recertify all FY19 SUSR claims after removing the unallowable Law Enforcement and EMT courses.

College Response: The credit hour claim certification for FY19 was resubmitted to ICCB

on January 9, 2019 after removing the EMT and Law Enforcement classes.

Student Residency

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

Compliance Recommendation: None.

Course Repeats

The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

The annual external audits for fiscal years 2014 through 2018 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

3. Financial Planning

The Presidential Task Force on Financial Sustainability Committee developed a set of recommendations for the Board of Trustees' consideration related to policies, procedures, and strategies pertaining to long term financial planning, which includes a debt service policy. The task force reviewed Heartland Community College's history, policies, practices, and legal obligations regarding capital debt service and borrowing.

The task force recommended to the Board of Trustees a debt management policy to use tax exempt and taxable debt instruments as part of the strategy to maintain financial health and stability while keeping debt maturity as short as economically feasible and never longer than the useful life of the asset or the Internal Revenue Service limits, whichever is greater. The Board of Trustees approved the policy in September of 2019.

Heartland Community College's debt capacity ratios provide information to help assess the affordability of the College's current levels of outstanding debt and the ability to issue additional debt in the future. They are calculated and reported annually in the statistical section of the College CAFR. This practice demonstrates the college's commitment to accountability and fiscal compliance.

The college has consistently been well within (under) its legal debt limit of 2.875 percent

of assessed valuation. As of fiscal year 2019, Heartland Community College had four outstanding general obligation bond issues totaling \$58,120,000 along with bond premiums totaling \$5,787,045 for a total net general bonded debt amount of \$63,907,045. The legal debt margin for fiscal year 2019 is \$66,281,419 and the total debt as a percentage of the debt limit is 49.09 percent.

Future debt issuances are discussed with the Board periodically at the Board retreat and with the finance committee. For the past several years, the college has strategically issued debt on a biennial basis to (1) manage and control the tax rate and (2) to provide funding for technology purchases and capital projects that would not have otherwise been able to be funded from operating funds. The long-term strategic budget incorporates the plans for future bonding.

An industry recognized indicator of sound financial planning and performance of an institution is the rating applied to new debt issues. The most recent Heartland Community College debt issue was rated in 2017 by Standard and Poor's. That \$10,145,000 taxable general obligation bond issue was rated AA+ (Stable Outlook) by Standard and Poor's. This rating places the college's debt at the high quality investment grade level. Heartland Community College's AA+ rating is among the highest ratings among all Illinois Community College Districts. The Standard and Poor's rating report stated that it expects the district to maintain its stable financial operations given prudent fiscal management.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health, and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for the college to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 (on hold for fiscal year 19) were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by Heartland Community College were reviewed—generally this includes fiscal years 2016-2020 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are 12 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 and fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Heartland Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2020 submission was finalized two weeks late, the fiscal year 2019 submission was 12 days late, the fiscal

year 2018 submission was one day late, and the fiscal year 2016 submission was finalized three days past the reporting deadline. The submissions took between three and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent increased from 20 percent in fiscal year 2016 to 24 percent in fiscal year 2020. The proportion of records with unknown Current Intent ranged between 19 percent and 23 percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned improved from 31 percent in fiscal year 2016 to eight percent in fiscal year 2020. The proportion of records with unknown High School Rank was unknown in all records in the year reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Heartland Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to three, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than three percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Heartland Community College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Heartland Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to four, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2019 submission contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions in five of the five years reviewed. Heartland Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission

was finalized two days late and the fiscal year 2016 submission was finalized five days past the reporting deadline. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Heartland Community College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2019 submission was finalized three days late, and the fiscal year 2016 submission was finalized three months past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 10 percent and 14 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about one-third of the records in the one year reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2019 submission was finalized four days late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in neither of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in two of the two years reviewed. The response rate met the ICCB minimum standard in neither of the two submissions reviewed.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2020 and the fiscal year 2018 submissions were finalized one day late, the fiscal year 2019 submission was two days late, and the fiscal year 2016 submission was finalized about two months past the reporting deadline. The number of submissions required to finalize these data ranged from two to three. The **Faculty, Staff, and Salary (C2)** electronic data submission did not meet the reporting deadline in the one year reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 was moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in three of the past five fiscal years; the fiscal year 2019 submission was finalized one day late, and the fiscal year 2016 submission was finalized two months past the reporting deadline.

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

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Heartland Community College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in one of the past five fiscal years; the fiscal year 2019 submission was finalized two and a half weeks late, the fiscal year 2018 submission was six days late, the fiscal year 2017 submission was two days late, and the fiscal year 2015 submission was finalized about three weeks past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendation: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Heartland Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Faculty, Faculty, Staff, & Salary Data (C1)**, and the **Underrepresented Groups Report**.

College Response: The College continues to refine the process for ICCB report submissions and has improved accuracy, completeness and timeliness. Although we strive for all three aspects, when an issue is found after the reporting deadline, a subsequent submission will be made to address the first two aspects. As an example of the improved processes, the A1 report for FY 2021 was finalized 2 weeks early on 7/13/2020 along with the ID, A2, and AC which were 7 weeks prior to their deadline.

Heartland Community College - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (07/15)*	07/15/19	07/19/18	07/06/17	07/14/16	10/13/15
# Submissions to Final	3	2	2	2	4
Timeliness	on time	3 days late	on time	on time	90 days late
Duplicated Head Count	15190	17236	16135	18802	16103
Unduplicated Head Count	10806	12613	12016	13092	12985
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.25 percent	0.52 percent	0.71 percent	0.24 percent	0.34 percent
% Unknown Age in Final Submission no value or .	0.18 percent	0.45 percent	0.64 percent	0.22 percent	0.30 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.01 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	11.69 percent	14.44 percent	10.75 percent	9.79 percent	13.05 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	N/C**	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	N/C**	32.92 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (08/01)*	08/15/19	08/13/18	08/02/17	09/01/16	08/06/15
# Submissions to Final	5	4	3	3	4

Timeliness	14 days late	12 days late	1 day late	on time	3 days late
Head Count (total incl. 0 hrs enroll.)	8667	8996	9210	9084	9496
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	4	4	2	3
# Critical Errors in Final Submission	0	1	1	0	0
% Records with Errors in Final Sub.	0.03 percent	0.24 percent	0.18 percent	0.29 percent	2.85 percent
% 0 Cumulative GPA in Final Sub.	19.73 percent	21.87 percent	24.00 percent	22.64 percent	26.64 percent
% 0 Cumulative Hours in Final Sub.	19.71 percent	21.85 percent	24.00 percent	22.64 percent	26.55 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	23.62 percent	23.05 percent	22.99 percent	21.88 percent	19.88 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	19.28 percent	23.31 percent	22.74 percent	21.09 percent	18.56 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	8.24 percent	8.13 percent	10.51 percent	19.44 percent	31.33 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	100.00 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/19/19	08/13/18	08/03/17	08/24/16	08/13/15
# Submissions to Final	1	3	1	2	3

Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	1143	1101	1088	1075	1227
Total Number of Completions from A1	1136	1084	1078	1073	1205
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	1.40 percent	2.27 percent	2.30 percent	1.95 percent	2.36 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Student ID Submission (ID)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)*	08/19/19	08/03/18	08/03/17	08/16/16	08/10/15
# Submissions to Final	7	2	1	2	5
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	8667	8996	9210	9084	9496
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	3	2	2
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)	N/C*	N/C*	N/C*	N/C*	08/10/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1

Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	302
# Error Codes in Final Submission	N/C*	N/C*	N/C*	N/C*	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	N/C*	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	N/C*	0.00 percent

*The SD submission was eliminated in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/19/19	08/13/18	08/09/17	08/29/16	08/19/15
# Submissions to Final	2	3	2	2	4
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	2	1	1	1
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.01 percent	0.00 percent	0.01 percent	0.00 percent
% Dual Credit in Final	9.48 percent	6.73 percent	4.81 percent	4.54 percent	5.04 percent
% Remedial (PCS 14) in Final	6.02 percent	6.76 percent	7.85 percent	7.97 percent	8.83 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/25/19	09/25/18	09/22/17	10/04/16	10/01/15
# Submissions to Final	1	1	2	2	1
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	4974	5063	5193	5282	5298
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	3	3	3	3	4
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.32 percent	0.27 percent	0.44 percent	1.64 percent	12.30 percent
Current Intent Coverage in Final Sub % coded as unknown	6.65 percent	6.93 percent	6.43 percent	7.44 percent	6.95 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	98.41 percent	98.40 percent	98.46 percent	98.60 percent	98.47 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/27/19	09/25/18	09/25/17	10/05/16	10/06/15
Timeliness	on time	on time	on time	2 days late	5 days late
Head Count	4974	5063	5193	5282	5298
Discrepancy between E1 & Survey	0	0	0	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/16/19	10/17/18	10/17/17	10/25/16	12/23/15
# Submissions to Final	3	2	3	3	3
Timeliness	1 day late	2 days late	1 day late	on time	69 days late
# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	9.21 percent	4.58 percent	7.45 percent	8.36 percent	9.12 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.19 percent

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2020	2019	2018	2017	2016
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Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	12/22/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	5
Timeliness	N/C*	N/C*	N/C*	N/C*	68 days late

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/15/19	10/16/18	10/24/17	10/13/16	12/16/15
# Submissions to Final	1	2	1	1	2
Timeliness	on time	1 day late	on time	on time	62 days late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	10/28/19	10/19/18	09/28/17	10/21/16	10/23/15
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/19/19	02/05/18	02/07/17	02/08/16	02/13/15
Timeliness	4 days late	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/09 in FY 18; 02/17 in FY 15

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/30/18	03/03/17	02/05/16	01/28/15

Timeliness	on time	on time	on time	on time	on time
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*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/30/18	03/06/17	02/05/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/16/19	01/29/18	02/28/17	02/05/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/30/18	03/03/17	02/05/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/19/19	02/22/18	02/10/17	03/11/16	02/25/15
Timeliness	18 days late	6 days late	2 days late	on time	23 days late

*Due 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	06/01/16	09/03/15
# Submissions to Final	N/C*	N/C*	N/C*	1	2
Timeliness	N/C*	N/C*	N/C*	1 day late	94 days late
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	1
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	5.26 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	20.00 percent	36.84 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	No

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	6/17/19	06/15/18	06/23/17	06/15/16	06/09/15
# Submissions to Final	3	2	3	2	1
Timeliness	on time	on time	8 days late	on time	on time
# Error Codes in Final Submission	1	3	1	1	1
# Critical Errors in Final Submission	1	2	1	1	1
% Records with Errors in Final Sub.	5.83 percent	5.75 percent	8.22 percent	6.73 percent	6.55 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	4.06 percent	5.37 percent	5.27 percent	1.52 percent	1.72 percent

*Due 06/17 in FY 19



RECOGNITION REPORT

MORAIN VALLEY COMMUNITY COLLEGE

July 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
MORAINE VALLEY COMMUNITY COLLEGE
July 2020

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Moraine Valley Community College, District 524. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Moraine Valley Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Moraine Valley Community College's 2019-2020 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in Administrative Rule 23 Ill. Adm. Code 1501.302 a)3)A)i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Moraine Valley Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Art or Music, and the Associate in General Studies (A.G.S). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

Compliance Recommendations: None.

3. Academic Control

Moraine Valley Community College reports maintaining academic control, and has policies to ensure a high level of academic performance of faculty and students. The Curriculum Development Group and the Curriculum Review Team manage the curriculum development and assessment process. The institution has a process to evaluate faculty in place. Tenured faculty members are evaluated every four years and non-tenured faculty are evaluated every year. The process includes a self-evaluation, student evaluation, peer

evaluation, and administrative evaluation, and faculty members conference with academic administrators at the end of the evaluation period to discuss the review.

Compliance Recommendation: None.

4. Curriculum

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

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

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

Compliance Recommendation: None.

5. Dual Credit

As part of Moraine Valley Community College's 2020 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2018 and 50 from fiscal year 2019. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2018 and 2019, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards and local college policies apply to courses, instructional procedures and academic

standards at Moraine Valley Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2018 through 2019, it was reported that 13 instructors taught transfer (1.1) dual credit courses. All instructors held the appropriate credentials to teach transfer courses. It was reported that 80 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, one instructor did not hold the appropriate credentials, including at least 2,000 hours of relevant work experience. Additionally, 16 instructors held the appropriate credentials but did not have at least 2,000 hours of relevant work experience.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, all students met the pre-requisite requirements for the dual credit course.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Moraine Valley Community College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Instruction does not count toward hours of work experience. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: In compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Moraine Valley Community College has the required documentation on file in accordance with CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors are collected, documented, and retained by the Student Success department. The documents of the 16 instructors were on file within the department via hard copies and electronic files. The College will merge both methods of record keeping into a centralized database for a concise collection of required instructor documentation.

6. Assessment Plans

The institution reports that an assessment of student learning is completed for each degree

and certificate program, in accordance with their assessment plan, to make improvements to the curriculum, instructional practices, and the allocation of college resources. The institution's plan includes the five-year assessment cycle (Program Review), the annual assessment plan, and the annual assessment report. The director of curriculum and assessment lead the institutional effectiveness efforts of the institution and manages the assessment plan.

Compliance Recommendation: None.

7. Student Evaluation

Moraine Valley Community College noted evaluations are being performed. However, the college did not indicate how and with what parameters the college is evaluating and recording student performance in courses.

Compliance Recommendation: Moraine Valley Community College should indicate the process it uses for student evaluation including relevant policy and procedures such as those governing its grading system, final examinations, incomplete grades, and change of grades.

College Response: Moraine Valley Community College follows a standard grading system for evaluation of student coursework and achievement of course outcomes. The grading scale is included in each course syllabus. Courses that require a final exam, state the requirement in the course materials. The college has a designated Final Exams week, which is the last week of the fall and spring semesters.

Students who qualify for a grade of "I" or incomplete are required to complete the course work within the prescribed semester restrictions or an "I" grade will automatically default to an "F." The incomplete grade contract is an agreement between the student and the instructor, and states specifically what the student must do to complete the course work. The course work must be completed by the end of the semester following the term in which the course was taken (not including summer semester) and must follow the terms of the incomplete grade contract. Upon completion of the course work, the instructor will change the "I" grade to the appropriate letter grade (A, B, C, D, or F) by obtaining a Change of Grade Form from the subdivision office. If the student does not complete the course work within this prescribed semester restriction, a grade of "F" will be entered for the grade.

Grade reports will be processed after the last official day of the term. Final grade reports will be posted on MVConnect student portal. This policy is outlined in the Moraine Valley Catalog.

For Grade Appeals/Grade Changes, students follow the process that is outlined in the Academic Catalog. Students can obtain information on appealing a final grade in the office of the subdivision dean. A student must refute any grade report or educational record by the end of the semester following the semester in which the course was taken (not including summer term). If a student does not exercise this right within this time frame, the college has a right to refuse to review the student's claim.

Students who have been issued a grade of “F” for a course due to an Academic Dishonesty violation, should follow the appeals process within the Academic Dishonesty process. The college Registrar is involved in the handling of Academic Dishonesty grades of F and in the review of college policies for academic records.

8. Faculty Qualifications/Policies

Moraine Valley reports that instructors teaching a transfer-level course are required to have a minimum of a master’s degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master’s degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested full- and part-time faculty who taught in the academic years 2018 – 2019, which were requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The institution’s Center for Teaching and Learning provides professional development opportunities for faculty in the areas of accessibility, assessment, student support, personal development, sustainability, technology, and a host of other topics. The Center for Disability Services serves students who self-disclose their need for accessibility support and resources, and liaises with faculty to ensure students receive appropriate accommodations.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master’s degree requirement and must have a *minimum* of 18 graduate hours in the discipline. With regards to areas in which the work experience and related training is the principal medium,

otherwise referred to as career and technical education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: In accordance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Moraine Valley maintains a record of and requires that faculty teaching transfer (1.1) courses hold the appropriate degree in addition to 18 hours of graduate course work in the related teaching area. Additionally, Moraine Valley maintains a record and requires that faculty teaching (1.2) courses have the appropriate credential and 2,000 hours of demonstrated experience in the field.

In the original sample (provided to ICCB), Moraine Valley documented the highest degree attained by the faculty and listed that degree on the template. In the instance of two faculty (identified by ICCB), the College did not list the relevant work experience where the highest earned degree was not in the principal medium or area of teaching. The College found that it is in compliance with Administrative Rule 23 Ill, as the two instructors both have the appropriate credential (degree and/or certifications and licenses) and both have more than 2,000 hours of work experience in their fields.

The following information supports the compliance of this Rule 23 Ill.

One faculty member identified as not meeting the qualifications is a criminal justice faculty member and has 8,000 hours as a military officer and is a certified police officer. The second instructor (identified by ICCB) assigned to teach American Sign Language (ASL) courses has two earned two college certificates and is a licensed Illinois Interpreter for the Deaf. The faculty member has more than 42,000 hours of work experience in the field.

In the future Moraine Valley will complete the Faculty Qualifications template indicating the appropriate credential earned, related experience and a minimum of 2,000 hours of field experience for 1.2 courses assigned to each faculty.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard nine, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment and the college catalog on the website. Moraine Valley Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The CAREER Agreement is noted within the self-assessment and the college catalog. The college's responses within the self-assessment for standard nine were thorough and provided sufficient detail.

Compliance Recommendation: None.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and applicable policy handbook, college website, and the college's self-assessment. Moraine Valley Community College's academic calendar includes at least 17 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The academic calendar is developed with input from stakeholders across the academic and student affairs divisions. The current academic calendar and policies conform to ICCB Administrative Rules, Section 1501.303. In the event of a school day closure or cancellation (inclement weather, natural disaster, etc.), the district has developed policies and procedures around school closure.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Moraine Valley Community College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. The college has shown intentionality in improving consistency and quality of the Program Review process. Moraine Valley Community College should continue to review and utilize the recommendations and feedback given by the ICCB. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 2: Advising/Counseling

Moraine Valley Community College's Advising and Counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. The Academic Advising Center averages 20,000 walk-in and student appointments (duplicate count) annually in each of the last five years.

Multiple initiatives have been developed to assist students with their educational planning, including a meticulous training program for new academic advisors. The Colleague tool, Student Planning, has been utilized since spring 2014. The tool allows students to review their program of study, compare degree requirements between different programs, and identify gateway and general education courses that should be completed early in their college career. Priority advising initiative has been used since fall 2011 to assist continuing students in selecting appropriate courses. Giving students a priority registration date has reduced last-minute planning and motivated more students to come in during non-peak times, the college noted.

Compliance Recommendation: None

Part B: Financial Aid

Moraine Valley Community College provided a holistic review of its Financial Aid Department. The college offers financial assistance through federal, state, institutional, and private funds. Students are provided information and access to financial support through workshops, brochures, and the college website. The college did not offer any data on loan default rates.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification and acquisition, and student work-study. All of these services are available during normal business hours.

Compliance Recommendation: None.

Part D: Support Services

Moraine provides various support services to students, including the Office of Disability, Student Life, Multicultural Student Affairs, TRiO, and veteran's services.

The college offers academic support services, including peer tutoring and the student help desk, and personal counseling is available to those students who are presently enrolled at the college to assist with managing personal and emotional barriers that may be interfering with academic success.

The office of Multicultural Student Affairs offers support programs and both social and academic assistance. Some examples of these services include intrusive academic advising, career and transfer planning assistance, a mentoring program, social service projects, educational plan development, and assistance in evaluating educational documents and skills attained in other countries.

The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note-takers, and specialized software/hardware.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in the middle of November 2019. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR)

instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2018, fall 2018, and spring 2019 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of courses (EMT) that did not comply with 110 ILCS 805/2-16.02 which states the district must have 50 percent of the cost of a program to submit a course for state grants. The district will resubmit the FY19 SU/SR to reclassify the EMT courses. Also, there was a programming logic error with any students that had an "I" grade even though they were also given a "N" for not actively pursuing. The "I" is overriding the "N" which can result in inaccurate credit hour claims.

Compliance Recommendation 1: In order to be in compliant with 110 ILCS 805/2-16.02, Moraine Valley Community College must resubmit all FY19 SU/SR claims after removing the unallowable EMT courses.

College Response: Per an email from Kris Pickford dated August 11, 2020, the amended FY19 certification was already submitted to ICCB by the College's former internal auditor, Andrew Wendt, and there is no need to resubmit the SU/SR.

Compliance Recommendation 2: In order to be in compliant with Administrative Rule 23 Ill. Adm. Code 1501.507 e) 2, Moraine Valley Community College must resubmit all FY19 SU/SR claims after changing the programming logic so an "I" grade does not override a not actively "N" pursuing student.

College Response: Per an email from Kris Pickford dated August 11, 2020, the amended FY19 certification was already submitted to ICCB by the College's former internal auditor, Andrew Wendt, and there is no need to resubmit the SU/SR.

Student Residency

Based on the review of residency records, the district properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement

in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

The annual external audits for fiscal years 2014 through 2018 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

3. Financial Planning

The college's Finance Division utilizes the ICCB Data and Characteristics report to review and compare its past and current operating balances. In addition, the college exchanges its audited financial reports with its peer group and other community colleges within the Illinois system.

In December 2015, the college issued Community College Bonds, Series 2015, in the amount of \$9,260,000 in order to currently refund a portion of the District's outstanding General Obligation Community College Bonds, Series 2006. In June 2018, the college issued Community College Bonds, Series 2018, in the amount of \$2,050,000 in order to currently refund a portion of the District's outstanding General Obligation Community College Bonds, Series 2006 and 2007B. The current outstanding indebtedness is \$133.6 million. The college debt incurred is in line with the college's Master Facilities Plan, last revised and Board adopted in December 2019.

A review and integration of long-range financial planning into the overall college mission is conducted frequently in any given year. This includes an annual Board of Trustees retreat during which the Board reviews the current financial condition of the college and discusses future plans. College leaders often participate in the discussions at this annual retreat. The college's five-year Master Facilities Plan provides focus and serves as the basis for future campus expansion projects. In addition, the college's financial and revenue projections model is reviewed and adjusted on a continuous basis.

The college's Strategic Plan, which was completely updated in 2019, provides direction for financial planning. Annual planning sessions are conducted with all college departments. These sessions include developing new objectives, continuous improvement goals, measuring and reporting on results, linkages to the strategic priorities, and completing the budget process.

The treasurer reviews the college's financial condition with the Board of Trustees monthly.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for the College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 (on hold for FY19) were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by Moraine Valley Community College were reviewed—generally this includes fiscal years 2016-2020 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs

of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2020 submission contained one critical error, and this data was verified by college officials as valid and accurate. Moraine Valley Community College's A1 submission met the reporting deadline in each of the past five fiscal years. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent was nearly 30 percent across the five years reviewed. Entry Intent and Current Intent are the same for each record in the five most recent submissions reviewed, which suggests that Current Intent is not being updated. Coverage of Entry Intent and Current Intent is an area for further improvement. The proportion of records with unknown Highest Degree Previously Earned ranged between 20 percent and 27 percent across the five years studied. High School Rank was unknown in all records in the year reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of the five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Moraine Valley Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to four, and final A2 submissions did not contain any critical errors in four of the five years reviewed. The fiscal year 2017 submission contained one critical error, which was caused by an optional item,

and college officials were not required to resolve it. The proportion of records with unknown Race/Ethnicity was less than nine percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Moraine Valley Community College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Moraine Valley Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2016 submission was finalized eight days late. The number of submissions needed to finalize the data ranged from one to four and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2020 and fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2019 submission contained one critical error. This data was verified by college officials as valid and accurate. Moraine Valley Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Moraine Valley Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 35 percent and 50 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for nearly 60 percent of the records in the one year reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2020 submission was finalized three days late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer

beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2015 submission was finalized two days late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in one of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the two years reviewed; the fiscal year 2015 submission contained one critical error. The response rate met the ICCB minimum standard in one of the two submissions reviewed: 2016 (50.36 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to two. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in the one year reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 was moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Moraine Valley Community College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one to two. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Moraine Valley Community College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory (Quality) Recommendations: Nearly all data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Moraine Valley Community College.

College Response: Moraine Valley will continue to strive towards submitting timely, accurate, and complete data in the future.

**Moraine Valley Community College – Recognition Policy Studies Report Due Dates
Noncredit Course Enrollment Data (N1)**

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (07/15)*	06/28/19	07/10/18	07/13/17	06/23/16	07/14/15
# Submissions to Final	2	4	2	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	10289	10058	12225	11878	13280
Unduplicated Head Count	3880	3686	4226	5684	6355
# Error Codes in Final Submission	4	1	1	6	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.37 percent	0.08 percent	0.22 percent	0.28 percent	0.59 percent
% Unknown Age in Final Submission no value or .	0.31 percent	0.09 percent	0.22 percent	0.24 percent	0.59 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.04 percent	0.00 percent
% Unknown Ethnicity in Final unknown	38.54 percent	35.19 percent	40.70 percent	50.16 percent	47.63 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	N/C**	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	N/C**	56.75 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (08/01)*	07/29/19	07/31/18	07/31/17	09/01/16	07/30/15
# Submissions to Final	3	5	3	3	1
Timeliness	on time	on time	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	22793	23860	25503	27007	26567

Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	1	2	3	3
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.00 percent	0.12 percent	0.21 percent	0.22 percent
% 0 Cumulative GPA in Final Sub.	9.94 percent	9.96 percent	10.49 percent	11.65 percent	13.02 percent
% 0 Cumulative Hours in Final Sub.	9.94 percent	9.96 percent	10.49 percent	11.65 percent	13.02 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	29.49 percent	27.36 percent	28.56 percent	26.80 percent	25.24 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	29.49 percent	27.36 percent	28.56 percent	26.80 percent	25.24 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	19.48 percent	21.80 percent	23.37 percent	26.83 percent	25.16 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	100.00 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/20/19	08/21/18	08/08/17	09/06/16	08/19/15
# Submissions to Final	3	4	3	3	1
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	3015	3719	3337	3353	3561

Total Number of Completions from A1	2788	3465	3118	3196	3387
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	1.55 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	7.79 percent	6.72 percent	7.82 percent	8.32 percent	7.86 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Student ID Submission (ID)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)*	08/21/19	08/31/18	08/07/17	09/12/16	08/14/15
# Submissions to Final	4	6	1	4	2
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	22793	23860	25503	27007	26567
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	0	0	1	3
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)	N/C*	N/C*	N/C*	N/C*	08/17/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	842

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

*The SD submission was eliminated in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/22/19	08/29/18	08/07/17	09/01/16	09/09/15
# Submissions to Final	2	4	1	2	4
Timeliness	on time	on time	on time	on time	8 days late
# Error Codes in Final Submission	1	0	1	0	0
# Critical Errors in Final Submission	1	0	1	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.01 percent	0.00 percent	0.00 percent
% Dual Credit in Final	5.30 percent	3.56 percent	3.45 percent	2.53 percent	2.04 percent
% Remedial (PCS 14) in Final	8.64 percent	9.27 percent	9.79 percent	9.42 percent	9.30 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/26/19	09/27/18	09/29/17	10/11/16	09/30/15
# Submissions to Final	4	3	3	2	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	13032	13762	14620	15021	15016
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	5	3	3	4
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.06 percent	1.20 percent	1.83 percent	2.17 percent	2.00 percent

Current Intent Coverage in Final Sub % coded as unknown	32.31 percent	28.84 percent	28.28 percent	29.17 percent	25.69 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	99.56 percent	99.28 percent	99.38 percent	98.83 percent	99.33 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/26/19	09/28/18	09/26/17	09/26/16	09/30/15
Timeliness	on time	on time	on time	on time	on time
Head Count	13032	13762	14620	15021	15016
Discrepancy between E1 & Survey	0	0	0	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/03/19	09/26/18	10/02/17	10/06/16	10/01/15
# Submissions to Final	1	2	1	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.82 percent	5.15 percent	3.46 percent	7.00 percent	6.29 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	10/13/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	3
Timeliness	N/C*	N/C*	N/C*	N/C*	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/03/19	10/04/18	10/06/17	10/13/16	10/02/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	11/04/19	10/24/18	10/12/17	09/30/16	10/28/15
Timeliness	3 days late	on time	on time	on time	on time

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/14/19	02/08/18	02/10/17	02/11/16	02/19/15
Timeliness	on time	on time	on time	on time	2 days late

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/09 in FY 18; 02/17 in FY 15

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/29/19	02/02/18	02/27/17	01/27/16	02/02/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/29/19	02/02/18	02/27/17	01/27/16	02/02/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/29/19	02/02/18	02/27/17	01/27/16	02/02/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/29/19	02/02/18	02/27/17	01/29/16	02/02/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/16/18	02/08/17	03/11/16	01/30/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	06/02/16	05/29/15
# Submissions to Final	N/C*	N/C*	N/C*	1	2

Timeliness	N/C*	N/C*	N/C*	2 days late	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	4
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	1
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.96 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	50.36 percent	49.54 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	Yes	No

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/06/19	06/06/18	06/12/17	06/13/16	06/01/15
# Submissions to Final	2	1	1	2	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	2	2	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	2.31 percent	1.87 percent	4.55 percent	4.32 percent	3.28 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	3.94 percent	2.85 percent	27.06 percent	24.66 percent	22.14 percent

*Due 06/17 in FY 19

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UNAPPROVED

Minutes of the 440th
Meeting of the
Illinois Community College Board

Zoom Meeting:

<https://us02web.zoom.us/j/82157927098?pwd=ZEEwbDRGVGZmRnY1K2VzenVhV0czZz09>

Meeting ID: 821 5792 7098

Password: 0jTyB6

One tap mobile

+13126266799, 82157927098#, 1#,745226# US (Chicago)

Dial by your location

+1 312 626 6799 US (Chicago)

Meeting ID: 821 5792 7098

Password: 745226

June 12, 2020

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 12, 2020 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Per the Governor's Executive Order 2020-39 (COVID-19 EXECUTIVE ORDER NO.37) the Board meeting will be conducted virtually via Zoom. Chair Lopez called the Board meeting to order at 9:04 a.m. and asked Ann Knoedler to call roll. The following Board members were present on the call: Paige Ponder, Terry Bruce, Teresa Garate, Suzanne Morris, Doug Mraz and Isabella Hernandez, Student Board member. Board member Nick Kachiroubas was absent. A quorum was declared.

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

Dr. Lopez began by explaining the process of the meeting due to the nature of how the meeting is being held. The board will take a roll call vote on all items with the Chair requesting the motion be made by a specific board member in order to try to manage the possibility of members talking over each other.

Later in the agenda, the Board will be going into Executive Session. During this time, the board members and the necessary staff will be placed in a private breakout room on zoom. The main room will remain open until such time as the executive session business has concluded. The members and staff will then be placed back in to open session.

As the meeting progresses, it is requested that the board members note any comments about how the meeting went or if there should be changes to help make the meeting run more efficiently in the event that the Board will continue to keep conducting remote meetings.

The ICCB is horrified by the senseless death of George Floyd and the many other deaths and racial injustices that have been recently witnessed. The distress and anger being expressed nationwide bear out what we must fully acknowledge. And that is that the life experience of a black American in this country is appreciably different and lived in fear for one's life and racial injustice.

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So while strides have been made focusing on equity, at this year's board retreat, there is a need to address this reality directly:

- How does the Board evaluate the ongoing work around equity that the agency has been doing?
- What new focus does the Board need to take place?
- How does the Board make sure that our data is disaggregated and paying attention specifically to the community college black students?
- How does the Board address these above issues within the context of the board goals?

Chair Lopez also commended all 48 of the community college presidents, faculty, staff, and trustees on their quick move to alternative remote or online learning. Their unprecedented response across a very large system that worked very hard to ensure that students were able to complete this last quarter of their school year should be praised. With hopefully moving in to phase four, most of the colleges are working towards making plans to return students to the campus in the fall in some form, whether that's remote or in person for a career and technical education courses. The community colleges certainly worked exceptionally hard to be responsive to the students. The Board will hear from some of those presidents how COVID-19 impacted the communities and what they have done in response later on during this meeting.

Chair Lopez also commented on the recently passed Illinois budget. Given the pandemic, it shows real commitment to higher education that the budget is flat funded from last year. On behalf of the Board, Chair Lopez thanked Governor Pritzker and his education team for their leadership.

On behalf of the Board, Chair Lopez went on to acknowledge and thank a few individuals for their leadership:

- Ginger Ostro, Executive Director for the IL Board of Higher Education (IBHE), for her hard work in helping to bring the ICCB and IBHE organizations together in a way that has not happened in the past.
- Sauk Valley Community College (SVCC) Trustee Robert Thompson who is concluding his term as the Illinois Community College Trustees Association outgoing President. He has served on SVCC's Board since 1997.
- Mr. Curt Oldfield who is concluding his term as the President of the Illinois Council of Community College Presidents (ICCCP). Dr. Sylvia Jenkins, President of Moraine Valley Community College, will be the next President of the ICCCP.
- Ms. Isabella Hernandez is concluding her term as the ICCB Student Board member with this being her last Board meeting. The new student member, Mr. Enrique Velazquez, will be joining the Board at the August 2020 retreat.
- Mr. Kevin Everhart, Senior Director for Information Technology, is retiring from the ICCB after 28 years of service, the last 13 as Senior Director. Kevin has been responsible on the IT side for maintaining the data systems and has had a great partnership with Research and Policy Studies staff in maintaining the integrity of the agency's data operations. He worked tirelessly as the agency transitioned to work from home during the pandemic to resolve connection issues with DoIT and in troubleshooting home connection issues with staff to help everyone begin working effectively from home. Kevin will be missed, but the Board and ICCB wish him well in retirement.

With that, Chair Lopez opened the floor to any other Board members wanting to make any comments at this time.

Item #3 – Board Member Comments

Suzanne Morris stated Chair Lopez's comments are appreciated and she is in agreement. Hopefully the community college system is uniquely positioned to respond quickly and effectively to these issues. Unfortunately, sometimes a crisis provides the opportunity to make dramatic changes that may not have happened had there not been a crisis. So hopefully, there will be progress.

Item #3.1 – Illinois Board of Higher Education Report

Dr. Teresa Garate reported the last IBHE meeting was held just this past Tuesday virtually. The Board heard from a panel of students who talked about their perspective around COVID-19, including what their visions for the future are and what they would like to see from the Higher Ed system. The Board also heard from a panel of Presidents who talked about how their institutions are responding to COVID-19.

Item #4 – Nomination of Vice Chair of the Illinois Community College Board

Doug Mraz made a motion to nominate and re-elect Suzanne Morris for the position of Vice Chair of the Illinois Community College Board, which was seconded by Paige Ponder. Seeing as there were no other nominations, Chair Lopez closed the floor and asked for a roll call vote:

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

The motion to nominate and re-elect Suzanne Morris for the position of Vice Chair of the Illinois Community College Board was approved. Student advisory vote: Yes. The Board thanked member Morris for serving as ICCB Vice Chair as well as serving as a representative for Illinois on the Midwestern Higher Education Compact.

Item #5 – Executive Director Report

Dr. Brian Durham began by expressing his empathy for the many African American community members in Illinois and across the country as the country copes with the recent turn of events. In particular, Dr. Durham expressed his support for the African American colleagues in the system and also at the ICCB agency because it is really a time to support friends and colleagues. This is also a time for action. As Board member Morris put it, sometimes the crisis can create some opportunity. As the State's office to the community colleges, ICCB really is in a unique position to affect change across the educational landscape. First, ICCB staff should begin by taking stock of where the agency is in terms of the current work being done in the equity space as well as what more can be done. Staff member Jennifer Foster leads much of this work already. One of the specific projects currently in place, the Workforce Equity Initiative, has proven to be tremendously successful and is serving 79% of African American students across the state. Even during the onset of the pandemic, there has been significant completion in the program already and is showing promise and progress. This Initiative has the potential to be a signature program for the agency and something that ICCB can work to expand. With the Board retreat approaching, the Board and staff will be able to have an elevated conversation about equity and what can be done to specifically serve the African American students in the system. What the agency and system does already will be discussed, but what more can be done will be brought to light as the conversation around equity is elevated.

Dr. Durham went on to thank all the outgoing representatives from the advisory organizations. Their hard work in providing us with updates and working as close partners with ICCB as we have all tried to collectively navigate the COVID-19 pandemic is much appreciated. Dr. Durham also thanked Kevin Everhart for his longtime service and especially in keeping the ICCB going while in working from home status.

In addition, Dr. Durham went on to share some of the advocacy work that ICCB has been doing as well as working with various elected officials to voice a response on the national and state levels. During a call with Senator Duckworth, the priorities for the Illinois community college system and community colleges nationwide were discussed. Additionally, there have been several stimulus bills that have been done and

another stimulus bill is currently in discussion. One of the stipulations Dr. Durham was advocating for during the call with Senator Duckworth is making sure that a Pell headcount as an allocation formula was used in the next stimulus, which would benefit community colleges and account for all of the part time students that community college serve.

Dr. Durham concluded his report by stating the ICCB is also doing a lot of advocating for issues that are non COVID-19 related, such as, MAP set aside funding and ICCB board member appointments.

Item #5.1 - Illinois Community College Board Response to Covid-19

The COVID-19 pandemic has challenged the community college system in a variety of ways. All 48 community colleges made substantial changes by implementing work from home policies during the pandemic and moved instruction to an alternative, remote or online stance. Throughout the pandemic, the agency has provided guidance and leadership to the colleges as they dealt with this unprecedented event. As the state moves into Phase 3 of the Restore Illinois plan, the agency and the system are engaged in continued planning and activities to facilitate the return to campus. A brief presentation was provided to the Board about the actions that the agency has taken throughout the pandemic. Throughout the months of March, April and May, the ICCB provided guidance to the field on many highly questioned topics as well as provided extensions on many grants and other required submissions.

The ICCB staff:

- Participated in daily calls with Governor's Education Team
- Held regional bi-weekly calls with the community college presidents
- Collected weekly expenditures and revenue losses from colleges for GOMB
- Created the ICCB COVID-19 information and frequently asked questions webpage
- Involved in developing SB 1569 – includes ICCB/IBHE legislation to codify Pass / Fail as transferable
- Developed the Return to Campus Committee – generated guidance which was submitted to IDPH then to the field
- Participated on the IBHE Fall Re-Opening Committee
- Was involved in advocating for GEERS Funding (18million)
- Provided significant technical assistance and engagement with the system

Item #5.1a - COVID-19 in the Community College System: A Panel of Presidents

The COVID-19 pandemic has challenged the community college system in a variety of ways. All 48 community colleges made substantial changes by implementing work from home policies during the pandemic and moved instruction to an alternative, remote or online stance. A panel of community college Presidents will discuss how the COVID-19 pandemic has impacted their campuses and ways in which the agency has helped and can continue to support their efforts to respond. Three presidents will participate:

- Mr. Curt Oldfield, Spoon River College: The College is a small rural community college located in west Central Illinois. The big challenge that needed to be dealt with as the transition to the online learning and alternative delivery format from a student's perspective was broadband efficiency and even just broadband access for the students. The college tried to do all they could to prepare and provide opportunities for students to have access to Wi-Fi by using the k-12 parking lots, Dollar General parking lots, and any other areas to help students get connected. Unfortunately, the college was not able to just buy a hotspot due to some of the students not being able to acquire cell signals in the areas that they live.

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On top of that issue, the next challenge the college faced was helping students have devices to access that internet. The college used all the resources they had available to get laptops to students using curbside pickup. Prior to the pandemic, students utilized computer labs and learning resource centers that are located on campus. A large group of students faced another obstacle which was not being very tech savvy and usually rely on the face to face interaction with their faculty member to be able to ask more in depth questions and address issues they might be facing in class. Furthermore, the Career and Technical Education students are required to complete hands on training which they were not allowed to complete due to the campuses being closed. The college also had many food and housing insecure students. Many, along with attending college part time, were also working in service sector jobs that then lost their jobs due to the pandemic which caused issues with their housing and unable to buy food. The college provided a curbside food box option from the food pantry. Daycare availability was a problem for people who were not considered essential workers, so the college has been working with their community based organizations to consider the students as an essential. From the faculty perspective, they face some of the same issues, such as, having the same technology issues as some of the students faced. The college has an instructional designer who was a former faculty member and helped those faculty in need transition to online/remote instruction in a short period of time.

The college also had a major role in the community. The college's emergency operations centers in Canton and Macomb were backup sights for both of the hospitals. In case the pandemic overtook those hospitals, the college facilities would be utilized to triage patients or to take non COVID patients, as well as being a back-up for drive up COVID testing

Spoon River College is prepared for a hybrid approach for the fall semester. The students may be on campus for a limited amount of time with the remaining coursework being delivered online.

- Dr. Sylvia Jenkins, Moraine Valley Community College (MVCC): The College has completed many of the same things that Mr. Curt Oldfield has discussed and done with his district. MVCC also distributed PPE equipment to the local hospitals, gave out 150 laptops and iPads to students who cannot afford to buy their own, and currently the college is in the process of distributing the first run of CARES Act checks this week which was over \$1.3 million and went out this week to students who qualified. However, the formula that was used does not give enough money to help every student at the college that could use some help at this point. The college is in the process of reaching out to the students who have not yet applied for the CARES Act funds but are eligible to receive them.

The college is still reviewing ways to use the institutional CARES ACT funds: IT infrastructure upgrades, hired an additional person in their instructional design area in their Center for Teaching and Learning to help with the faculty. Just as the students have different learning styles, faculty have different teaching styles with not every faculty member teaching online before. This summer all faculty members who will be teaching online in the fall will be required to go through training with a professional instructional designer.

The College has already made the decision to start the Fall semester early for the CTE students, which will begin on August 10, and finish before Thanksgiving or the week of Thanksgiving. The general education classes that will be offered remotely will all begin on August 24, which is the normal starting date. The majority of classes will be remote this fall.

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The College will also offer late starting classes, as they always do for students who decide they would like to attend college. The Spring semester CTE classes needing to be completed have already begun on June 1st. These students are being staggered into buildings on campus to keep the size of the classes to 10 or fewer. In the fall semester, the classes will also be staggered so not all students will end up in the building at the same time. Another challenge the College faces on campus is with the CDC guideline of keeping a six foot distance between people which their spaces are not designed to accommodate, even with a reduced class size.

Some other issues the College is currently working on are reopening daycare centers, athletics, and slowly bringing staff back to work on campus. The College developed a virtual College tour which is accessible on the College's website.

- Dr. Charlotte Warren, Lincoln Land Community College: The College has eight locations in 15 counties, which means the College faces 15 different health situations depending on what county and city the students and staff are located in. One of the most important issues to address is IT needs for students. There is a computer bank located in Springfield where computers are donated and refurbished. The college can then buy them at a discounted price, which they have done and distributed to the students needing laptops. Mental health of students is a big issue. It was found that it's not so much the Monday through Fridays, it is the weekends of just sitting there possibly alone that cause the issue.

The college's Student Life has been operating and has really made an effort to keep an eye on the student's well-being and trying to help deal the student's deal with possible depression. The College has had careful coordination between their staff and faculty and the students services providing information back and forth and providing lists of students that the faculty are worried about or feel like they are losing touch with from the classroom. Staff have reached out to every one of those students through student services by phone. The Student Services department is also reaching out to students who have housing and food insecurities. What has proven to be truly helpful are the student success coaches that have built a relationship with a student and follow the same student all the way through their college career. That relationship has helped for students to feel comfortable enough to actually share what is going on during this time. The College also established an emergency fund with the Foundation which has helped make purchases and pay bills if students are finding themselves in a difficult situation.

LLCC has also had the same issues with limiting class sizes on campus and finishing the Spring CTE classes. The local hospitals have not allowed the nursing students in to finish their required hours. New classes will not be able to begin until the current unfinished classes are completed.

The College obtained an emergency approval from DCFS and will reopen their childcare center on June 20, with a reduced number. Costs to the College continue to go up with not enough revenue coming in to cover it. LLCC is now about moving forward and keeping all the staff/faculty/students moving forward.

* * * * *

BREAK at 10:32 a.m.

RETURNED at 10:46 a.m.

* * * * *

Item #5.2 - Illinois Community College Board Goals Update

A very detailed memo provided to the Board members outlining the progress ICCB has made on the Board goals, based upon the report provided at the January 24, 2020 Board meeting. Some agency core functions have also been incorporated. The information provided includes a brief description of the specific item, a status update, and an impact statement. The memo will be posted to the website along with the other Board agenda materials.

A short presentation was also provided to the Board highlighting some information from the memo:

- ***General Education Core Curriculum (GECC) Credential:*** A credential designed for students who completes the required 37 – 41 general education hours in the Illinois Articulation Initiative (IAI). IMPACT: Nearly 20,000 students per year can potentially benefit from this credential. As of 6/12/2020: Forty colleges approved to offer the GECC as of May 2020.
- ***Common Placement Framework:*** This Presidents' Council and ICCB led initiative has developed a multiple measure, common placement framework for the community college system. IMPACT: All students in the community college system by establishing greater consistency and more opportunities for placement into credit-bearing coursework. As of 6/12/2020: Eighteen colleges are fully implemented; 13 additional colleges implemented by fall 2020.
- ***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. IMPACT: The CAREER agreement provides significant cost relief and enhances access for the approximately 132,000 CTE students in the system. As of 6/12/2020: Ten colleges have adopted the revised agreement.
- ***Transitional English:*** Transitional English will allow students to prepare for college level coursework while still in high school in order to avoid remediation. IMPACT: The reduction of 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. As of 6/12/2020: The competencies have been made available for public comment beginning June 1st.
- ***Adult Education Strategic Plan (AESP):*** This plan charts a progressive course for the ICCB's nationally recognized Adult Education and Literacy Program. IMPACT: The potential to affect 59,769 adult education students served in Illinois. As of 6/12/2020: Fifteen programs were awarded funding to modify content relative to IET programs.
- ***Illinois Postsecondary Profiles (IPP):*** The IPP is a joint ICCB/IBHE web site through which interested stakeholders can access actionable data pertinent to the postsecondary experience. IMPACT: This web portal provides important information to the public, researchers, and other interested parties about Illinois higher education. As of 6/12/2020: The "Professional" Profile website design was completed and is being shared for feedback.
- ***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 who elect to enroll in CTE programs and programs of study. IMPACT: Effects every high school and community college student in a CTE program. As of 6/12/2020: The Perkins V plans was approved and rollout of the revised plan is underway.

Next Steps:

- More explicit conversation about equity focused work:
 - Workforce Equity Initiative; Innovative Bridge and Transition; Pathways to Results
 - Digital Divide needs for students
- Continued support for colleges through COVID-19 pandemic
- Senate Joint Resolution 41 – Implementation:
 - Student Success Center
 - Full Placement Implementation
 - Transitional Instruction
- Communications Planning and Execution
- August Board Retreat

Item #6 - Committee Reports

Item #6.1 - Academic, Workforce, and Student Support

Paige Ponder reported the committee met this morning at 8:00 a.m. and discussed the following items:

- **Proposed Price Increase for High School Equivalency (HSE) and TASC™ Paper Based HSE Exam:** Two of the three vendors are proposing price increases. An action item will be brought forward to the Board at today's meeting.
- **Longitudinal Data System 2.0:** With it being almost ten years after the P-20 Longitudinal Education Data System Act went into effect (July 30, 2009), the P-20 Council felt it was an appropriate point of reflection for the Illinois Longitudinal Data System (ILDS) to consider what's working, what could be improved, and to consider where we may go next. The Illinois P-20 Council Education & Workforce Data Task Force on Building a P-20W Data System was created in summer 2018. Task Force Vision Statement - Illinois educational and workforce practice and policy decisions are driven by a culture of data use that supports strong, equitable outcomes and engages stakeholders. Task Force Representation - Included education and workforce agency directors (which are on the ILDS Governing Board) and a wide range of stakeholders including many members of the P-20 Council's Data, Assessment, and Accountability Committee, data owners, researchers, and practitioners, and other interested groups. **Task Force Recommendations for Action:** Establish Leadership, Vision, and Goals to Drive Statewide P-20W Data Use, Create Data Governance and Oversight Bodies to Implement the Vision, Build Capacity to Support Data Use and Management Within and Across Agencies, Focus on Providing Data That Is Useful to End Users and Builds Local Capacity. **Funding** - An appropriation for LDS 2.0 was not included in the FY21 Illinois budget and other funding sources are being considered to move the work forward.
- **Item #9 – New Units:** The committee also reviewed the new unit's item being voted on at the Board meeting.
- The committee concluded the meeting with an open discussion on COVID-19 and what is being done within the system.

Item #6.1a - Proposed High School Equivalency Exam Pricing Changes

The ICCB staff is requesting the approval of two amendments to the current High School Equivalency (HSE) pricing structure for the Data Recognition Corporation - TASC™ and Educational Testing Services - HiSET®.

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Data Recognition Corporation has proposed an amendment to the current MOU for a price increase for the TASC High School Equivalency paper-based exam. This price increase would be effective immediately upon approval by the Illinois Community College Board (ICCB). The proposed price increase for the TASC exam affects only the paper-based test, as the cost of production has increased.

Given the impact of the COVID-19 virus on the availability of high school equivalency testing at physical testing centers in Illinois, Educational Testing Center has developed an online proctored exam titled- HiSET Exam at Home” and will be available on June 15, 2020. The HiSET Exam at Home will require a different pricing structure than the paper-based and computer-based HiSET exams. The proposed price changes for the HiSET exam affects **only** the new online proctored HiSET Exam at Home. All other pricing structures for the exams will remain the same.

Paige Ponder made a motion, which was seconded by Suzanne Morris, to approve the following item:

The Illinois Community College Board hereby approves an \$11.00 increase of the TASC™ paper-based High School Equivalency exam for a total of \$115.00 per battery, effective immediately.

The Illinois Community College Board hereby approves the onboarding of the HISET® Exam At Home in the amount of \$141.25 per battery, effective June 15, 2020.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Trustees Association

Jim Reed acknowledged the outgoing President Robert Thompson and announced the new leaders of the Association. He sat in on the ICCB Return to Campus Committee and shared the information with the trustees, which was very helpful while planning for the fall return to campus. The Association has concerns regarding Coursera since the community colleges are able to offer the same services. This information should be acknowledged and was recently stated within the letter that was sent to the Governor’s Office.

Item #7.2 - Illinois Council of Community College Presidents

Mr. Curt Oldfield began by stating the community college presidents met with Deputy Secretary Sachs to ask more in depth questions regarding the CARES ACT funding, not only for the students portion but also for the institutional funding. This meeting was critical for the colleges to get clarity on how the funding applies to each category. This allowed the colleges to move forward with more confidence about distributing those funds. In addition, the presidents continued to meet during quarantine on a weekly basis to discuss legislative efforts and COVID response efforts.

Dr. Sylvia Jenkins, President of Moraine Valley Community College, will be the incoming President of the ICCCP beginning July 1st. Mr. Oldfield thanks the ICCB Board members for their leadership and service.

Item #7.3 - Student Advisory Council

The council did not meet. The new student member will be Enrique Velasquez from Kankakee Community College. Isabella will be transferring to Eastern with a focus on Sociology.

Item #7.4 - Illinois Community College Faculty Association

Jacob Winters reported the Fall Conference has been cancelled with no plans to reschedule. The Association is still accepting scholarship applications with a deadline of August 1st. Four recipients were chosen from the grant applications received from the faculty. Mr. Winters then read a statement written by the Association on behalf of the faculty. The new president, Steve DePasquale, of the Association will take over in January 2021.

Item #7.5 - Adult Education and Family Literacy

Ginger Harner reported the group is looking at how to serve students better during this time and the subcommittees are also reviewing at their topics. The conference will be held on March 15, 2021.

Item #8 - Legislative and Budget Update

In the early morning hours of May 24th, the General Assembly wrapped up a four-day special legislative session by enacting legislation to support the State's response to protect vulnerable populations impacted by the global COVID-19 pandemic. The shortened session included adoption of a fiscal year 2021 State budget. Matt Berry provided an update on the fiscal year 2021 budget and a legislative report highlighting action taken during the abbreviated legislative session. Higher education was level funded even though revenue for the state was down 1.343B. In response to closure of nonessential businesses and limitation of services in an effort to combat the spread of COVID-19, Illinois base general funds revenues fell \$341 million (-13.3%) during May 2020. Although revenues were up for the first three-fourths of the fiscal year, the economic impacts related to COVID-19 and the delay in tax filing deadlines have significantly lowered the fiscal year revenue projections. For the year to date, base general funds revenues are \$1.343 billion below last year's levels. The budget that was passed relies on:

- The state is planning to borrow \$1.2 billion from the Federal Reserve for one year to cope with revenue losses brought on by the economic shutdowns caused by the pandemic and delay of annual tax filing deadlines. The bond is scheduled to be paid off in a year.
- The FY 21 BIMP allows the state to borrow another \$5 billion through a new Federal Reserve program, but that would likely be long-term.
 - The step comes after Illinois last month canceled a planned auction of such short-term debt as the interest rates demanded by investors soared amid concern it could be the first state to have its bonds cut to junk.

The CARES Act provided funds to institutions under the Higher Education Emergency Relief Fund:

- 90% disbursed to institutions of higher education (IHEs).
 - Of this total:
 - 75% was apportioned according to the relative share of FTE enrollment of Pell Grant recipients not enrolled in online learning prior to the coronavirus emergency.
 - 25% were apportioned according to the relative share of FTE students who were not Pell Grant recipients and not enrolled in distance education courses prior to the coronavirus emergency.
 - 5% of the funds were reserved for minority-serving IHEs.

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- 5% was reserved for grants for small IHEs that have the greatest needs due to COVID-19.

The provisions of the Act require no less than 50% of the funds be used to provide emergency financial aid grants to students for expenses related to disruption of campus operations due to coronavirus. Under the CARES Act, Illinois Community Colleges were awarded \$132 million.

Congress set aside approximately \$3 billion through the CARES Act for the Governor's Emergency Education Relief (GEER) Fund. The State of Illinois will receive \$108 million in GEER funds for distribution to K-12 and higher education. Approximately \$18.2 million was allocated by the Governor's Office to the Illinois Community College Board to distribute to community colleges based on the methodology described below:

- Percentage and number of Pell students at each Community College. Colleges that have a higher percentage of Pell students received more per student.
- Dependency on the state and student tuition for revenue. The higher the percentage of revenue from state and tuition, the greater the share of the per student amount.

For Fiscal Year 2021 there's a total of \$72.1 Million for 28 New Projects at 18 Community College Districts, which \$735 million in projects were re-appropriated in FY 21.

Legislation passed includes:

- SB 1569 - Education Omnibus:
 - Illinois Articulation Initiative – institutions must accept credits for general education transfer and prerequisite requirements in the case of grading that has shifted to pass, credit, or satisfactory as a result of the pandemic.
 - Clarifies that an AIM HIGH applicant's family income at the time of initial application shall be used as the income for the length of the pilot.
 - Makes numerous changes at K-12 level, especially in support of shift to online learning. Includes changes regarding mandated testing.
 - Makes changes for student teachers impacted by the pandemic.
- HB 357- FY 21 BIMP:
 - Legislative Budget Oversight Commission - Starting 8/15/20, requires monthly reports from GOMB on budget management actions taken by the GO, GOMB, or any State agency.
 - Intergenerational Poverty Act - lays out the powers and duties of a new Commission on Poverty Elimination and Economic Security and a new Interagency Working Group on Poverty and Economic Security. One stated goal for the groups is to ensure equal access to affordable, high-quality, post-secondary education options.
 - Numerous changes to effectuate the budget, including but not limited to:
 - Transfer authority, usually capped at 2%, is capped at 8%
 - Lapse period is extended (liabilities thru June 30 can be vouchered thru Sept 30 and paid thru Dec 31)
- Legislative Extensions:
 - Extension of various statutes are set to sunset or expire before the General Assembly returns for Veto Session.
 - HB 2174 – Regulatory Extensions
 - SB 1857 – Statutory Automatic Repeal Date Extensions

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- SB 1937 – PTELL Extensions
- SB 2052 – TIF Extensions
- SB 2541 – Hospital Assessments
- Omnibus Legislation:
 - HB2096 – Local Government Omnibus, among provisions money received thru CARES or other federal COVID-19 response will not affect eligibility for programs under the Public Aid code.
 - HB 2455 – Labor/Employment Omnibus, includes changes to Unemployment Insurance Act in response to the federal CARES Act to allow State to capture federal funding and changes to Workers’ Compensation to address benefits for front-line workers and first responders.
 - HB 2682 – Liquor Omnibus, includes temporary authority for cocktails-to-go.
 - SB 1863 – Election Omnibus, provides for an enhanced mail-in ballot program and makes Election Day a State holiday for schools and government entities.
 - SB 1864 – COVID-19 Healthcare Package, improve health care affordability and access, ensures eligibility for federal Medicaid funding.
 - SB 2135 – Government Administration Omnibus, makes numerous changes to allow continuation of government functions during pandemic, including codifying provisions of EO on exemption to Open Meetings Act for virtual meetings.

Item #9 – New Units of Instruction

Item #9.1 – Permanent Approval: College of DuPage, Kennedy-King College, College of Lake County, Highland Community College, Moraine Valley Community College Southwestern Illinois College, South Suburban College

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

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

PERMANENT PROGRAM APPROVAL

College of DuPage

- Project Higher Ed Apprenticeship Certificate (30 credit hours)

Kennedy-King College

- Game Design and Development Associate of Applied Science (A.A.S.) degree (61 credit hours)

College of Lake County

- Cybersecurity Certificate (30 credit hours)

Highland Community College

- Horticulture Certificate (30 credit hours)
- Commercial Applicator Certificate (30 credit hours)

Moraine Valley Community College

- Advanced Supply Chain Management Certificate (41 credit hours)

Southwestern Illinois College

- Practical Nursing Certificate (36 credit hours)

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South Suburban College

- Emergency Medical Services-Paramedic A.A.S. degree (60 credit hours)
- Hospitality Management A.A.S. degree (61 credit hours)
- Hospitality Management Certificate (34 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #9.2 – Temporary Approval: Southwestern Illinois College

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

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

TEMPORARY PROGRAM APPROVAL

Southwestern Illinois College

- Brewing Science & Operations Associate in Applied Science (A.A.S.) degree (60 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #10 – Adoption of Minutes

Item #10.1 – Minutes of the April 10, 2020 Board Meeting

Doug Mraz made a motion, which was seconded by Paige Ponder, to approve the following item:

The Illinois Community College Board hereby approves the Board minutes of the April 10, 2020 meeting as recorded.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #11 - Consent Agenda

Doug Mraz made a motion, which was seconded by Paige Ponder, to approve the following items, with the modified date in item #11.1 – Revision of Calendar Year 2020 Board Meeting Dates and Locations:

Item #11.1 - Revision of 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, with the corrected date of September 11, 2020:

Calendar Year 2020 Board Meeting Dates and Locations

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~~

April 10

12:00 p.m. – Per Executive Order 20-07 (COVID-19 EXECUTIVE ORDER NO.5) Held via Conference Call, Number: 888-494-4032 / Passcode: 6284014087

June 12

9:00 a.m. – ~~Chicago Marriott Downtown Mag Mile, Chicago~~ ICCTA Convention
Cancelled Held via Zoom Meeting

July

Subject to Call

August - Board Retreat

TBD

~~***September 18 10 11***~~

~~9:00 a.m. – East Saint Louis Higher Education Center, East Saint Louis~~ ICCTA Convention
in Springfield / Harry L. Crisp II Community College Center, Springfield, IL

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.

Item #11.2 - Calendar Year 2021 Board Meeting Dates and Locations

The Illinois Community College Board hereby approves the Calendar Year 2021 Board Meeting Dates and Locations listed below:

Calendar Year 2021 Board Meeting Dates and Locations

January 15

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

March 26

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

June 4*

9:00 a.m. – TBD – In conjunction with ICCTA Convention

July

Subject to Call

August - Board Retreat

TBD

September 17

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

December 3

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

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

Item #11.3 - Authorization to Enter into Interagency Contracts and/or Agreements

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2021.

Item #11.4 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2021 appropriated operating line items, as needed.

Item #11.5 - Authorization to Enter into Contracts for Office Operations

The Illinois Community College Board approves the following Fiscal Year 2021 contractual agreements:

<u>Funding Source</u>	<u>Contractor</u>	<u>Estimated Amount*</u>	<u>Contract Period</u>	<u>Description</u>
All funds /allocated	IL Community College System Foundation	\$569,507	7/1/20 - 6/30/21	Rental of Office Space
GED/GRF	Turn-Key Solutions International, Inc.	\$187,155	7/1/20 - 6/30/21	Sole Source Provider: High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	\$22,200	7/01/20 – 6/30/21	Sole Source Provider: Data submission to feds
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	\$250/hr	7/1/2020 - 6/30/2021	Legal, as needed

* Amounts are estimated based on the Fiscal Year 2020 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #12 – Information Items

There was no discussion.

Item #12.1 - Fiscal Year 2020 Financial Statements

Item #12.2 - Fiscal Year 2019 Dual Credit Report

Item #12.3 - Senate Joint Resolution 41 Report

Item #12.4 - Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director

Item #13 - Other Business

There was no other business.

Item #14 - Public Comment

There was no public comment.

* * * * *

The Board will take a break before entering into executive session.

BREAK at 12:08 p.m.
RETURNED at 12:18 p.m.

* * * * *

Item #15 - Executive Session

Item #15.1 - Employment/Appointments Matters

Doug Mraz made a motion, which was seconded by Paige Ponder, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student Advisory vote: Yea. The Board entered into executive session at 12:18 p.m.

* * * * *

Terry Bruce made a motion, which was seconded by Suzanne Morris, to reconvene Public Session at 12:28 a.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student Advisory vote: Yea.

Item #16 - Executive Session Recommendations

Item #16.1 - Employment/Appointments Matters

Teresa Garate made a motion, which was seconded by Suzanne Morris, to approve the following item:

The Illinois Community College Board authorizes the Executive Director to implement a cost of living adjustment on July 1 for FY 2020 by the current Employment Cost Index reported by the US Bureau of Labor Statistics. This increase will not be lower than one percent (1%) or greater than three percent (3%).

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A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #17 - Adjournment

Teresa Garate made a motion, which was seconded by Suzanne Morris, to adjourn the Board meeting at 12:30 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Isabella Hernandez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #12.3
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UNAPPROVED

Minutes of the Retreat of the
Illinois Community College Board

Zoom Meeting

<https://us02web.zoom.us/j/85184106558?pwd=MWpKdHNvMXVzdWxqcmlh6ZDJGOUo2dz09>

Meeting ID: 851 8410 6558

Passcode: 1TqRbX

One tap mobile

+13126266799,,85184106558#,,,,,0#,,464240# US (Chicago)

Dial by your location

+1 312 626 6799 US (Chicago)

Meeting ID: 851 8410 6558

Passcode: 464240

August 19, 2020

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the August 19, 2020 Retreat as recorded.

Roll Call and Declaration of Quorum

Chair Lopez called the Board retreat to order at 10:04 a.m. and made the following statement:

Pursuant to PA 101-640, which authorizes remote meetings during a disaster declaration by the Governor, the annual retreat of the Illinois Community College Board is called to order, via Zoom. Matt Berry, Chief of Staff, is physically present at the regular meeting location, the ICCB offices in Springfield.

Chair Lopez then asked Ann Knoedler to call roll. The following Board members were present at this time: Terry Bruce, Nick Kachiroubas, Doug Mraz, Larry Peterson, Paige Ponder, Lynette Stokes, and student Board member Enrique Velazquez. There was a quorum present. Board members Teresa Garate and Suzanne Morris were not present at the time of roll call but will be present late.

Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Dr. Lopez began by welcoming Dr. Lynette Stokes, President of South Suburban College, and Dr. Larry Peterson, former President of Shawnee Community College to the Board. The Board and agency are very excited to have new Board members, particularly individuals with such deep knowledge about community colleges.

Chair Lopez went on to acknowledge that many college campuses are opening this week with some next week, during what may be the most challenging times we have ever opened community colleges.

Usually, the ICCB retreats have two purposes: having an opportunity to get to know one another better and setting the strategic direction for the year.

Obviously this is difficult in the current context and the future is uncertain. Nonetheless, the Board can still think about the strategic direction and the goals. To accomplish the first purpose of the retreat somewhat, during the Board member comments, Chair Lopez requested that each member discuss a little bit about themselves, particularly given the addition of Dr. Stokes and Dr. Peterson. During the retreat, the ICCB staff are also asked to participate as active members and be willing to contribute their voice to the conversation as it moves forward.

Introduction and Board Member Comments

During this time, each Board member went through and provided a brief background about themselves including information on what drives them to be a part of this Board, what advice they would offer to the new Board members, what would they most like to get out of their time on the Board and what can the ICCB staff do to help.

* * * * *

Board members Suzanne Morris and Teresa Garate arrived to the retreat at 10:15 a.m.

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Executive Director Report

Dr. Brian Durham began by introducing his executive staff team, Deputy Executive Director Jennifer Foster, Chief of Staff Matt Berry, Deputy Director for Finance & Administration Jennifer Franklin, Deputy Director for Information Technology Jeff Newell, Deputy Director for Academic & Institutional Effectiveness Nathan Wilson, and Executive Assistant to the Executive Director and Secretary to the Board Ann Knoedler.

Dr. Durham gave a brief overview of the current Board Goals. He then listed a few tasks the Board should think about during today’s retreat: modifying the current Board Goals, providing the agency with a clear sense of direction on what is being done correctly and what should be done from here on out, and what kind of communication they are looking for from the agency.

Equity Considerations in The Community College Context

Eboni Zamani, Gallaher, Director of the Office of Community College Research and Leadership at UIUC, conducted a Racial Justice and Equity presentation during the retreat to unpack the meaning of equity, particularly within the community college system and the providers, and further understand the following concepts in our pursuit for racial justice:

- Institutionalized and structural racism;
- Culturally-responsive and critically reflective practices; and
- Unconscious bias.

These topics will be situated into the context of the ICCBs mission and work, reflecting on the policies and processes the agency sets and interactions the staff has with leaders, faculty/instructors, and students.

Working Lunch

The Board took a 30 minute break.

* * * * *

BREAK at 11:48 a.m.

RETURNED at 12:20 p.m.

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The Master Plan for Higher Education (Strategic Plan for Higher Education)

Ginger Ostro, IBHE Executive Director, gave a brief update on the process that will unfold in putting together the Strategic Plan for Higher Education. The IBHE, in cooperation with the ICCB, is embarking on the Strategic Plan for Higher Education, per IBHE's statute that states:

(110 ILCS 205/6) (from Ch. 144, par. 186)

Sec. 6. The Board [IBHE], in cooperation with the Illinois Community College Board, shall analyze the present and future aims, needs and requirements of higher education in the State of Illinois and prepare a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula and standards of higher education for public institutions of higher education in the areas of teaching, research and public service. The master plan shall also include higher education affordability and accessibility measures. The Board, in cooperation with the Illinois Community College Board, shall formulate the master plan and prepare and submit to the General Assembly and the Governor drafts of proposed legislation to effectuate the plan.

As a first step, the IBHE Board members and ICCB Board members will be invited to participate in focus group meetings with the UDP Consulting Group to discuss priorities for higher education.

Strategic Discussion Breakouts: Breakout Group 1: Leading the Agency and the System's Focus on Equity

ICCB Board members present were Lynette Stokes, Terry Bruce, Teresa Garate, Paige Ponder, and Chair Lopez. The ICCB staff present were Jennifer Foster, facilitator, Nathan Wilson, Jeff Newell and Nora Rossman. The group reported out to the rest of the Board concluding their discussions. The following topics were discussed:

- Jennifer Foster, Deputy Executive Director, Illinois Community College Board, asked that the group consider equity as it relates to our system.
 - What areas are most important to apply this equity lens to?
 - How do we make sure equity is a part of everything we do?
 - How do we provide leadership to the entire system?
 - Are there specific things that you want us at the state level to look at? What is it from your perspective that we need to do as a staff to move this forward?
- Jennifer also asked the committee to consider that:
 - We have a lot of rich data related to who we are serving in terms of our Community Colleges.
 - We also need to look at completions of programs for all students.
 - ICCB currently has a few programs of study:
 - Perkins V Plan – its reauthorization is focused on equity, diversity and inclusion.
 - Will be setting mandatory equity targets and we are working with P20 Council as they lead the effort.
 - Workforce Equity Initiative – focuses on 60% of the population served being African American. The lead college is Illinois Central College with 15 Community Colleges participating. Currently we are serving 79% African American Students.
 - ICCB Staff has had equity training.
 - Governor's office has mandated some level of equity training.

Ideas, thoughts and conversation centered around the Equity Goal:

- A frustration is that we know what works but can we afford to do what works? Can we fund at that level and can we actually do that at scale across the whole system? What can we scale?
- Metric really is completion and focusing our energies there. We've done a lot from a K12 perspective to help transitioning high school students. We hope that this will have an impact on those heading to college.

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- Some colleges are trying to reach those students who have only a couple of semesters before completion. Is this working?
- Research shows us that students who don't finish has nothing to do with the school but they have competing needs like childcare, work, etc.
- Research also shows that it's not a kid problem but a school problem. The schools are not serving them. How willing are we to make recommendations on how teachers are disaggregating their own data in terms of who is passing their classes and who is not? How are teachers looking at their practices, syllabi and their cultural responsiveness?
- At some point we have to wrestle with what's going on inside the classroom. What are we doing with Higher Ed faculty to make them better educators?
- We are a decentralized system and don't have a lot of control.
- What about having teachers sign some kind of a pact or contract so that they are engaged in their outcomes?
- There is an unspoken stigma or bias around what is a successful student, who should be going to college and what kind of support they need. A lot of kids are not self-motivated learners.
- We all have wonderful agendas to embed equity in our missions and goals but that becomes just a benchmark. We are not following the plans we have in place and are not being held accountable. How do we move from this being just words to actual actions?
- How do we become champions for equity across the institution? It won't happen overnight but South Suburban had a faculty development seminar and the topic was race relations and the impact it has on students in the classroom. It was a difficult conversation but it crosses over to teachers looking at diversity and completion rates. These things speak to how you deliver instruction in the classroom.
- We have to be sure that Administrators are comfortable with the race relations and cultural identity conversation. If they aren't comfortable we have to confront those barriers before we roll out the plan to everybody else.
- Do we focus efforts in specific areas or do we try to do everything?
- Professional Development is a key topic area and ICCB has put Perkins and Adult Education resources into Diversity, Equity and Inclusion.
- What about offering a certification for faculty as it relates to equity? Different levels of certification.
- From a PD lens and what happens in the classroom, until institutions and faculty actually own the success of the students, they are probably not going to change what happens in the classroom. We need to drive awareness to the faculty level.
- All of us need to own the success of our students.
- We are in a different moment of time and this conversation has become normalized so we need to think about how to leverage the power of a convener. How do we bring together the good things that are being done across the state? Let's have a statewide convening (maybe even beyond the state) and have faculty present to other faculty members on this topic. Have them talk about completion and the different frameworks they are using. Faculty respects faculty!
- Let's look at foundations that could support this work and have this inform what our targets and goals are.
- Maybe involve the faculty association? Do President's and faculty know this is coming? Should we lay the groundwork now and get people used to this perspective? Will they fight against it? President Stokes assured the committee that the Presidents are all behind this effort.

Strategic Discussion Breakouts: Breakout Group 2: Supporting colleges through the COVID 19 pandemic

ICCB Board members present were Suzanne Morris, Doug Mraz, Larry Peterson, Nick Kachiroubas, and student member Enrique Velazquez.

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ICCB staff members present were Matt Berry, facilitator, Brian Durham, Jennifer Franklin and Ann Knoedler. The group reported out to the rest of the Board concluding their discussions. The following topics were discussed:

- Matt Berry, Chief of Staff, asked the group reflect their discussion around COVID-19 and in particular how it affected the community colleges?
 - As we move forward and the Board considers where ICCB goes from here, it is important to keep in mind equity is a very that community colleges face.
 - the minority communities have been hit hard by cases of covid and challenges with technology barriers and technology limitations
- what community college equity considerations must the board address?
 - Sue Morris: what is the relationship between all our community colleges and their local county health departments?
 - throughout the state there's mobile testing units and with many of the colleges having so many vacant parking lots, those would be a great staging area for testing sites.
 - Are the community colleges are working with their local health departments?
 - Brian: As far as ICCB know, all the community colleges are working with their local health departments but hard to tell what is working well and what is not
 - Nick: Particularly in the equity situation around the state, are the community colleges forcing students who may not have the means to buy the technology or internet to attend classes in person, or forgo classes altogether because they don't have the resources or that area of the state doesn't have the bandwidth to provide an online program?
 - Brian: broadband has been an issue around the state
 - Matt: some colleges have used their CARES ACT funds to help buy laptops and try to address those technology issues but obviously they're still lingering concerns, particularly where internet access is a problem.
 - Nick: Is there some sort of support to help those faculty get the training they need in the technology area, who maybe aren't as technology savvy or have never taught an online class?
 - These barriers affect the quality of the education the community colleges are providing to these students
 - Larry: question for Brian - what do you think ICCB can do to encourage innovation, at some of these community colleges about Distance Education / online instruction?
 - Brian: how does the board take these questions and turn them in to direction for the agency staff? In regards to some of these questions, ICCB has already responded
 - For example: relationship between community colleges and their local health departments – ICCB can do a better job figuring out what these relationships look like and making sure ICCB addresses the areas that maybe aren't strong enough
 - Can iccb help the colleges with providing their public with information?
 - ICCB has already done some professional development particularly in the CTE area, but professional development relies on funds to help pay for it
 - Brian: posed the question to the board members, as you're thinking through these questions, think about what are some actions that maybe ICCB could take out of those questions.
 - Enrique: students who partook in working positions, which many students considered they were “part-time”, at the community colleges to use to pay for a lot of their schooling was greatly affected by the pandemic. Once the pandemic set its course, the students were either furloughed or lost their jobs entirely. These students who were considered part time workers were not eligible or did not qualify for regular unemployment.
 - Question: Maybe the board could find different ways, or incentives in programs at the community colleges to keep the students employed.

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- Students being able to pay for their continued education is a big concern
- Brian: possibly could be if the students are considered work study, that's part of their financial aid package. May be why it doesn't count as regular employment for unemployment, which is a federal regulation
- Marcus: has to do with how the institutions categorizes the "work" that they can have permanent part time employees and then there are temporary part time employees, which is likely how colleges have these non-work study student workers classified and why they have a different level of benefit than a permanent part time employee
- Larry: can't forget the students that even if they have the access to the technology, they are not strong or confident in the remote learning style
 - Nick: followed up with, are the students receiving the support services and the mental health services that they might need to be successful
- Larry: ICCB should a leader and demonstrate the pathway going forward for community colleges in the state has got to be to protect the students
 - Brian: what does the board want to see from the ICCB staff to get the agency started down this path?
 - Sue: colleges are going to have to look at programming and spending and has to be student oriented, to serve their needs
 - Nick: collect best practices that are being gathered, successes that could at some point be included in a working document as the agency goes through this
- Larry: board members get out to colleges and discuss all their issues and successes and also bring forward to the colleges attention some issues they may not be aware of
 - Nick: pose the questions to the individual college boards, here are the issues we are hearing about at the colleges, how is your board dealing with these?
- Sue: privacy issues with zoom as the learning tool for schools/colleges

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BREAK at 1:57 p.m.

RETURNED at 2:05 p.m.

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DRAFT Modified Board Goals

Dr. Durham presented the below modifications to the current Board Goals. The Board agreed to these but will also have a chance to voice any changes by the end of August. These new proposed goals will be voted on at the September Board meeting:

- Goal 1: Support minority, first generation, and urban and rural low-income students, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- Goal 2: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- Goal 3: 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.

Next Steps

Revised Goal Statement at September Board Meeting

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- The preamble and postamble will be kept as is currently written.

Convening of Restructured Committees

- New committees will meet at 8:00 a.m. the morning of the Board meeting. Board members are to let Dr. Durham know which committee they would like to serve on.

Baseline reporting on identified areas

- This is the information that was discussed in the breakouts today. The discussions need to be continued in each of the committees.

Adjournment

Suzanne Morris made a motion, which was seconded by Teresa Garate, to adjourn the retreat at 2:52 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: Yes.

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Illinois Community College Board

**CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(110 ILCS 805, SECTION 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in the previous or current fiscal year to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than the average. The certification is due by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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 2020 and/or received an equalization grant in fiscal year 2021; and
2. Had combined educational and operations and maintenance purposes tax rates less than 29.09 cents per \$100 of equalized assessed valuation.

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BACKGROUND

The following table identifies the districts eligible for the additional levy, the amount authorized and actual tax levy, the amount of additional tax rate, and the amount of additional revenue available if they choose to exercise the authority.

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

District	Authorized Operating Tax Rates*	Actual Operating Tax Rates*	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk College	19.00¢	19.00¢	10.09¢	\$ 4,228,354
Carl Sandburg College	22.00¢	22.00¢	7.09¢	\$ 1,360,943
Heartland College	22.50¢	22.50¢	6.59¢	\$ 3,033,086
Illinois Central College	25.00¢	24.94¢	4.09¢	\$ 2,967,090
Illinois Eastern Community College	25.00¢	25.00¢	4.09¢	\$ 674,841
Illinois Valley Community College	17.00¢	17.00¢	12.09¢	\$ 4,151,329
John Wood Community College	22.50¢	22.31¢	6.59¢	\$ 1,163,129
Kankakee Community College	18.00¢	18.00¢	11.09¢	\$ 2,795,238
Kaskaskia College	25.00¢	24.76¢	4.09¢	\$ 732,516
Lake Land College	18.00¢	18.00¢	11.09¢	\$ 3,354,772
Lewis and Clark Community College	25.00¢	24.37¢	4.09¢	\$ 1,783,727
Rend Lake College	25.00¢	25.00¢	4.09¢	\$ 451,063
Rock Valley College	27.00¢	27.00¢	2.09¢	\$ 1,270,690
Sauk Valley Community College	27.50¢	27.50¢	1.59¢	\$ 295,264
Southwestern IL College	16.00¢	15.88¢	13.09¢	\$ 9,578,849
Spoon River College	25.00¢	25.00¢	4.09¢	\$ 398,260

*Combined Ed and O&M Maximum
Tax Rates

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
Dual Credit and Cooperative Agreements**

Public Act 100-0884 streamlines the Illinois Public Community College Act and eliminates statutory language that is outdated, repeals programs and statutory functions no longer necessary, and clarifies ambiguous language.

Public Act 100-1049 amends the Dual Credit Quality Act to require that a community college district enter into a partnership agreement with the school district to offer dual credit coursework. In addition, high school teachers who do NOT meet 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. These proposed rules were published in the *Illinois Register* (44 Ill. Reg. 11303; July 28, 2020) for the formal public comment period. No public comments were received in response to the proposed rules. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section	
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

SUBPART C: PROGRAMS

Section	
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

1501.311	Select Disciplines
1501.312	Credit for Prior Learning
1501.313	Extension of Curricula/Credit Courses
	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].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October

31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. _____, effective _____.

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section 1501.101 Definition of Terms and Incorporations by Reference

a) Definitions

"Act" means the Public Community College Act [110 ILCS 805].

"Board" means the Board of Trustees of an Illinois public community college district.

"Classification of Instructional Programs" or "(CIP)" means a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity.

"College" means an Illinois public community college.

"Executive Director" means the executive officer ~~and the executive secretary~~ of the ICCB.

"ICCB" or "State Board" means the Illinois Community College Board.

"ICCB Grants" means funds appropriated by the State of Illinois to ICCB for community colleges.

"Student Member" means the member of ICCB who has been selected by ICCB's Student Advisory Committee. The student member has all the privileges of membership defined in Section 2-3 of the Act.

"Recognition Continued" means a status granted to a district that generally meets ICCB standards.

"Recognition Continued-with Conditions" means a status granted to a district that generally does not meet ICCB standards. A district is judged not to meet ICCB standards when one or more of the following conditions exist:

the district continues to be out of compliance with standards cited during the previous visit;

applicable standards are disregarded; and/or

the district is found to be out of compliance with significant applicable standards.

"Recognition Interrupted" is a status granted to a district that fails to meet ICCB standards within a specified period of time after being assigned a status of recognition continued-with conditions.

"Shared Data Agreement" means a written contract between parties that defines the care and handling of sensitive or restricted use data, including, but not limited to, the terms of the agreement, ownership of the data, security measures and access to the data, uses of the data, data confidentiality procedures, duration of the agreement, and disposition of the data at the completion of the contract.

"Student Advisory Committee" or "SAC" means the ICCB student advisory committee created by Section 2-1 of the Act.

"Student-Level Data" means demographic, performance, and other data that pertains to a single student.

- b) Incorporation by Reference
"Program Classification Structure", 2nd Edition (Technical Report 106) (1978). Collier, Douglas J. This document may be obtained from the National Center for Higher Education Management Systems (NCHEMS), 3035 Center Green Drive, Suite 150, Boulder CO 80301-2251 or from info@ncchems.org. This incorporation by reference does not include any later editions or amendments.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.102 Advisory Groups

- a) Advisory Organizations. Independent organizations may be considered by the ICCB to be advisory upon petition to the State Board. Independent organizations so recognized by the ICCB as "advisory" will have the opportunity to bring matters before the ICCB during a regular ICCB meeting and will have an opportunity to provide advice to the ICCB on proposed rule and policy adoptions and matters of interest to community colleges. An advisory organization may have its recognition status withdrawn by action of the ICCB or by request of the organization. Advisory organization recognition may be granted by the ICCB at the request of an organization which meets the following criteria:
- 1) The organization exists independently of the ICCB and any individual college;
 - 2) A primary purpose of the organization is to deal with matters of systemwide importance; and
 - 3) Representatives of Illinois community college districts are included as voting members of the organization.
- b) Advisory Committees. Advisory committees to the ICCB may be authorized and appointed by the ICCB. Membership and terms of appointment shall be established at the time of authorization.
- c) Student Advisory Committee
- 1) Purpose. The purposes of this committee are to:

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- A) Review proposed ICCB policies;
 - B) Inform the ICCB of systemwide issues that impact the education of community college students; and
 - C) Select the ICCB Student Member.
- 2) Membership. Each member of the Student Advisory Committee shall be the nonvoting student member of the local district board of trustees. In the case of multi-college districts, the student trustee of the district shall automatically be designated as the voting member for the individual college where he or she attends. If the student member of the local district board of trustees cannot serve and, for colleges that are part of a multi-college district not represented by the district's student member, the district's president or chief executive officer may designate a student as a voting member. No community college shall have more than one voting member per college. The ICCB Student Member will serve ex officio.
- 3) Officers. The Student Advisory Committee shall annually select the following officers from its membership to serve a one-year term: a Chair to conduct the meeting of the Committee; a Vice Chair to assist the Chair, to conduct the meeting if the Chair is absent, and to represent the SAC on the IBHE Student Advisory Committee; and a Recording Officer to record the minutes of all SAC meetings.
- 4) The Executive Director of ICCB shall call SAC meetings as necessary and notify each local district board of trustees at least 30 days in advance.
- 5) ICCB Meetings. The SAC report shall be given at regular ICCB meetings
- d) Selection of ICCB Student Member. The SAC will seek nominations for the ICCB Student Member from all Illinois public community colleges. A college district can nominate one candidate for this position. The nomination shall include information such as personal information (name and address), number of credit hours (current and expected), college and community activities, resume, letters of reference, and rationale for desiring the position. The ICCB Student Member shall be elected before June 1 by a majority vote of SAC members present from all nominations who meet ICCB student membership requirements as delineated in subsection (e).
- e) Membership Requirements of ICCB Student Member. The ICCB Student Member shall be enrolled in an Illinois public community college for a minimum course load of six semester ~~or quarter credit~~ hours during both the fall and spring semesters or equivalent (fall/winter/spring quarters) for each term of his/her appointment. If the course load of the ICCB Student Member falls below the minimum credit hours, that member shall be replaced by a majority vote of the SAC members present at the next SAC meeting.
- f) Length of Term of ICCB Student Member. The ICCB Student Member shall serve for a term of one year beginning on July 1 and expiring on June 30. No ICCB Student Member shall serve for more than two terms. Service during a partial term shall not be considered as one term.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART C: PROGRAMS

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.

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"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.

["Cooperative Agreement" means a contract or agreement between a college and one or more other colleges, organizations, associations, educational institutions, or government agencies to obtain, deliver, or share educational services for academic credit. A cooperative agreement does not include collective bargaining agreements with any labor organization.](#)

"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.

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"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 27/5].

"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.

"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.

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"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 1501.302 Units of Instruction, Research, and Public Service

- a) Approval of New Units of Instruction. An application for approval of a proposed new unit of instruction shall be submitted to the ICCB on forms provided by ICCB. The criteria for approval of new units of instruction, which also apply to existing programs offered by community colleges, are:
 - 1) Mission and Objectives
 - A) The objectives of the unit of instruction are consistent with the mission of the college as set forth in Section 1-2(e) of the Act.
 - B) The objectives of the unit of instruction are consistent with what the title of the unit of instruction implies.
 - 2) Academic Control
 - A) The design, conduct and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.
 - B) The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act, when applicable.
 - 3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.
 - A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:
 - i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or ~~the quarter credit hour~~ equivalent;
 - ii) For the Associate in Fine Arts and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or ~~the quarter credit hour~~ equivalent;
 - iii) For the Associate in Applied Science degree, a total requirement of not less than 60 semester credit hours nor more than 72 semester credit hours or ~~the quarter credit hour~~ equivalent, except in such occupational fields in which accreditation or

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licensure by a state or national organization requires additional coursework; and

- iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or ~~the quarter credit hour~~ equivalent.
- B) An associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:
- i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or ~~the quarter hour~~ equivalent for completion;
 - ii) For the Associate in Fine Arts degree, the general education component required will represent at least 25 semester credit hours or ~~the quarter hour~~ equivalent for completion;
 - iii) For the Associate in Engineering Science degree, the general education component required will represent at least 19 semester credit hours or ~~the quarter hour~~ equivalent for completion;
 - iv) For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hour or ~~the quarter hour~~ equivalent for completion; and
 - v) For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or ~~the quarter hour~~ equivalent for completion.
- 4) Faculty and Staff
- A) The academic preparation and experience of faculty and staff ensure that students receive education consistent with the objectives of the unit of instruction.
 - B) The involvement of faculty in the unit of instruction is sufficient to cover the various fields of knowledge encompassed by the curriculum, to sustain scholarship appropriate to the unit of instruction, and to ensure curriculum continuity.
 - C) Support personnel, including counselors, administrators, clinical supervisors, and technical staff, have the educational background and experience necessary to carry out their assigned responsibilities.
- 5) Support Services

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- A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computation equipment) necessary to provide quality instruction will be available and maintained.
 - B) Library holdings and acquisitions necessary to support quality instruction and scholarship are available, accessible and maintained.
 - C) Provision is made for the guidance and counseling of students, the evaluation of student performance, the continuous monitoring of progress of students toward their degree or certificate objectives, the placement of completers of the unit of instruction, and appropriate academic record keeping.
- 6) Financing
- A) The financial commitments to support the unit of instruction are sufficient to ensure that the stated objectives can be attained and that the faculty, staff and support services necessary to offer the unit of instruction can be acquired and maintained.
 - B) Projections of revenues necessary to support the unit of instruction are based upon supportable estimates of general revenue, student tuition and fees, private gifts, and/or governmental grants and contracts.
- 7) Public Information
- The information that the college provides to students and the public accurately describes: the unit of instruction offered; the objectives of the unit of instruction; length of the unit of instruction; residency requirements, if any; schedule of tuition, fees and all other charges and expenses necessary for completion of the unit of instruction; cancellation and refund policies; and such other material facts concerning the college and the unit of instruction as are likely to affect the decision of the student to enroll.
- 8) Accreditation and Credentialing
- A) Appropriate steps have been taken to ensure that accreditation of the proposed new unit of instruction will be granted in a reasonable time.
 - B) The proposed new unit will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.
- 9) Program Needs and Priorities
- A) The unit of instruction must be educationally and economically justified based on the educational priorities and needs of the citizens of Illinois and the college's district.
 - B) The unit of instruction meets a need that is not currently met by units of instruction that are offered by other institutions in the district.

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- b) Approval of New Administrative Units of Research or Public Service. An application for approval of a proposed new administrative unit of research or public service shall be submitted to the ICCB on forms provided by ICCB. The criteria for approval of new administrative units of public service or research are:
- 1) The proposed new administrative unit shall be authorized by the board of trustees;
 - 2) The objectives of the proposed new administrative unit are consistent with the mission of the college (see 110 ILCS/ 1-2(e));
 - 3) The proposed new administrative unit shall meet a district's need to deliver a public service or research program which cannot be met through the district's current structure as indicated by an organizational chart;
 - 4) The proposed new administrative unit shall administer at least one public service or research program;
 - 5) The needs assessment demonstrates that the demand for the public service or research program to be administered by the proposed new unit shall be continuous for at least three years; and
 - 6) The district shall provide evidence that the resources for the facilities, equipment and materials, and staff necessary to provide a quality program or service shall be made available to the proposed new administrative unit.
- c) Withdrawal. An approved unit of instruction, public service, or research may be withdrawn by the college when it decides to suspend operation of the unit. The withdrawal request shall be submitted to ICCB through an electronic exchange system. Withdrawal of a curriculum will require reassignment of related courses.
- d) Reasonable and Moderate Extensions
- 1) An approved unit of instruction, public service, or research may be modified or extended by the college within the parameters listed in subsections (d)(2) through (4). The college shall notify ICCB of the extensions on forms provided by ICCB.
 - 2) Reasonable and moderate extensions of previously approved units of instruction include:
 - A) The addition, modification or withdrawal of courses within an approved unit of instruction that does not alter the objectives of the unit of instruction.
 - B) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction.
 - C) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved.

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- D) The creation of an option (major, concentration or specialization) within an approved unit of instruction in which:
- i) the option created is within the same general academic discipline or occupational field as the previously approved unit of instruction;
 - ii) the option created within a previously approved associate degree curriculum shares a common core of first-year courses with the previously approved unit of instruction; and
 - iii) the option created does not substitute more than 15 semester credit hours of other courses for courses previously approved as part of an associate degree curriculum or cluster of closely related curricula, e.g., from the same four-digit CIP code or substitute more than 9 semester credit hours of other courses for courses previously approved as part of a certificate curriculum (or closely related cluster) of 30 semester credit hours or more.
- E) The creation of certificate curricula from previously approved associate degree curricula and certificate curricula, including closely related curricula; e.g., from the same four-digit CIP code, providing no more than 6 semester credit hours are substituted for certificates of up to 30 semester credit hours or no more than 9 semester credit hours are substituted in certificates of 30 semester credit hours or more.
- F) The creation of certificate curricula of less than seven semester credit hours from previously approved associate degree curricula and certificate curriculum from the same two-digit CIP code.
- G) Modifications. An approved unit of instruction, public service or research may be modified by the colleges within the parameters listed in subsection (d). The college shall notify ICCB of the modifications through an electronic exchange system. Modifications to existing units of instruction include:
- i) The addition, modification or withdrawal of courses within an approved unit of instruction that does not alter the objectives of the unit of instruction;
 - ii) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction;
 - iii) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved; or
 - iv) A change in program/course classification code that does not alter the objectives of the unit of instruction.

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- 3) Reasonable and moderate extensions of previously approved units of research or public service include units with an annual operating expenditure from whatever source of less than \$250,000 or an annual operating expenditure from state appropriations of less than \$50,000.
- 4) Reasonable and moderate extensions of previously approved units of administration include any administrative reorganization of a college.
- e) Approval in a Multi-College District. Approval of new units of instruction, research, or public service in a multi-college district will be for a specific college. Transfer of a unit to, or duplication of a unit by, other colleges within the district constitutes a new unit requiring approval by the ICCB. However, up to 9 hours of a program approved at one college may be offered by any other college in the district at the option of the Board.
- f) Inactivation. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public. An inactive unit of instruction shall be maintained on the ICCB Curriculum Inventory File with the date that it became inactive for a period of at least 10 years. The effective date that a unit of instruction becomes inactive shall be determined by the college.
- g) Reactivation. A unit of instruction that has been inactivated by a college may be reactivated by submitting the materials outlined in subsection (a) for review and approval by ICCB.
 - 1) A unit of instruction that has been inactive for less than three years may be reactivated by the college once it has completed the following:
 - A) Obtained approval to reactivate the program from its chief executive administrator;
 - B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate; and
 - C) Submitted a request for reactivation and an updated copy of the curriculum to ICCB.
 - 2) A unit of instruction that has been inactive for three to 10 years may be reactivated by the ICCB Executive Director if the college has completed the following:
 - A) Obtained approval to reactivate the program from its chief executive administrator;
 - B) Obtained approval to reactivate the program from agencies that license, certify or accredit the program, if appropriate;
 - C) Demonstrated through local surveys or State labor market data that the labor market demand and supply shows a need for graduates of the program;

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- D) Conducted a review of the program with representatives from business and industry including on-site visits and advice regarding current technologies and equipment;
 - E) Demonstrated, in accordance with subsections (a)(5) and (a)(6), that the college has adequate facilities, equipment and financial resources to offer a quality program;
 - F) Demonstrated, in accordance with Section 1501.303(f), that the college has available qualified faculty to provide the instruction for the program; and
 - G) Submitted a request for the reactivation and an updated copy of the curriculum to ICCB.
- 3) A unit of instruction that has been inactive for over 10 years may be reactivated by following the new unit approval process described in subsection (a).
- h) Discontinuation of Programs. The ICCB may discontinue programs that fail to reflect the educational needs of the area being served as follows:
- 1) Programs that do not meet standards of need, quality and cost effectiveness may be discontinued by the ICCB. This determination shall be made based on review and collective findings of information available to the ICCB through ICCB and Illinois Board of Higher Education program review, evaluation and productivity processes; the ICCB Management Information System; and other sources of pertinent information on the following criteria:
 - A) Program need, including educational priorities of the district, accessibility, credit hours generated, enrollments, completions, and labor market supply and demand.
 - B) Program quality, including job placement or education continuation, program content, academic control, faculty qualifications, and accreditation and credentialing.
 - C) Program costs, including adequacy of financial support and unit costs.
 - 2) ICCB will use special State-level analyses to identify programs that appear to be of questionable need, cost or quality based on State data. Programs identified through State-level analysis will be referred to the colleges to enable them to evaluate the programs in detail in their normal process and to obtain the results and comments from the local level.
 - 3) ICCB will notify college districts of programs being considered for discontinuation and shall grant the district 60 days to respond to concerns regarding the program in question before action by the Board. This information shall be taken into account in determining if a program should be discontinued by the ICCB.
 - 4) Once a program is discontinued by the ICCB and the appeal process is concluded, the college must inactivate the program by not enrolling any

additional new students and develop a plan for an orderly discontinuation of the program for students currently enrolled. Programs discontinued by the ICCB may be reestablished by obtaining approval as a new unit of instruction under subsection (a).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.305 College, Branch, Campus, and Extension Centers

- a) Approval of a New College. An application for approval for a proposed new college shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a new college are:
 - 1) The proposed college shall be authorized by the Board of Trustees.
 - 2) The proposed college shall meet educational needs that cannot be met within that area of the district as demonstrated by a needs assessment. The needs assessment shall include identification of all other educational institutions providing postsecondary education within a 30-mile radius of the proposed college, identification of student demand for postsecondary education by program area within the service area of the proposed college, a statement on how the establishment of the proposed college will impact the enrollments on these postsecondary educational institutions within a 30-mile radius of the proposed college, a statement on how the establishment of the proposed college will impact the current enrollments of the district's present colleges, and of student enrollments for the proposed college.
 - 3) The proposed college shall provide a comprehensive program of instruction as specified in Section ~~104~~-2(e) of the Act.
 - 4) The district shall certify that the resources for the facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed college.
 - 5) The needs assessment substantiates that the student enrollment for the proposed college shall be at least 1,000 full-time equivalent students (30,000 semester credit hours) per year by the second full year of operation.
 - 6) The district shall have at least \$150 million of assessed valuation for each of its colleges, including the proposed college.
 - 7) The proposed college shall serve a population of at least 60,000 or a geographic area of at least three entire counties.
 - 8) The plans to obtain regional accreditation for the proposed college have been developed.

- b) Approval of a Branch or Campus. An application for approval of a proposed branch or campus shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a branch or campus are:

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- 1) The proposed branch or campus shall be authorized by the Board of Trustees.
 - 2) The proposed branch or campus shall meet educational needs that cannot be met in that area of the district as demonstrated by a needs assessment.
 - 3) The college shall certify that resources for facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed branch or campus.
 - 4) The proposed branch or campus shall provide student and academic support services on site that are adequate pursuant to Section 1501.302 to support the curricula offered and the students in attendance at the branch or campus.
- e) ~~To qualify for a grant of up to \$100,000 for the establishment of a college, campus or branch once approval has been granted by the ICCB, all of the following conditions must be met:~~
- 1) ~~The college, campus or branch shall meet the conditions specified in Section 3-12.2 of the Act.~~
 - 2) ~~The college district shall request the ICCB to include the grant in its budget request submitted to IBHE and shall include a justification of the need and proposed use of the grant.~~
 - 3) ~~Funds for the college, campus or branch shall have been appropriated.~~
- ~~c~~d) Extension Centers. An extension center located within the community college district is a reasonable and moderate extension of a college and may be established at the discretion of the district's Board of Trustees. An extension center located outside the community college district requires ICCB approval under Section 1501.307.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.307 Cooperative Agreements ~~and Contracts~~

Cooperative agreements ~~and contracts with other Illinois educational agencies and those out of state~~ may be established for the purpose of providing more accessible instructional services to students and increasing efficiency in the use of educational resources. An application for approval shall be submitted to ICCB on forms provided by ICCB, subject to the following conditions:

- a) ~~A new unit of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency is subject to approval by the ICCB as indicated in Section 1501.302.~~
- b) ~~Agreements with Secondary Schools. If a community college enters into a cooperative agreement or contract with a secondary school to provide advanced or specialized secondary level courses in either the academic or vocational field, the college shall charge the secondary school the per capita cost of offering such instruction, in which case the college shall not claim ICCB credit hour grants for these secondary school students, or the college shall charge the secondary school for secondary school student participation in accordance with a joint agreement between the college and the secondary~~

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~~school district under Section 10-22-20a of the School Code [105 ILCS 5/10-22-20a]. When charges are made pursuant to a joint agreement, credit hour grants may be claimed in accordance with Section 1501.507.~~

~~ae)~~ ~~In-District~~ Cooperative Agreements for Instruction. A community college district may enter into ~~in-district~~ contractual arrangements to ~~deliver or obtain~~~~provide~~ educational programs or services ~~within its district~~ for previously approved units of instruction upon approval by ~~the~~ ICCB. ~~Copies of these contractual arrangements shall be kept on file at the district central administrative office.~~ Criteria for the approval of ~~in-district~~ agreements for instruction shall be:

- 1) ~~accessibility of instruction to students;~~
- 2) ~~labor market need;~~
- 3) ~~cost-effectiveness in providing instructional programs;~~
- 4) ~~comprehensiveness of available programs for student;~~
- 5) ~~impact on regional and statewide programs;~~
- 6) ~~impact on programs at neighboring community college districts, applicable only if the college is delivering service outside its district; and~~
- 7) ~~the partnering entity's past experience in offering similar units of instruction, applicable only if partnering to obtain services.~~

~~bd)~~ Interdistrict Cooperative Agreements for Instruction. A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's ~~programs~~~~program(s)~~~~course~~~~course(s)~~ ~~upon approval by the ICCB.~~

~~1)~~ ~~Criteria for the approval of interdistrict agreements for instruction shall be:~~

- ~~A) accessibility of instruction to students~~
- ~~B) labor market need~~
- ~~C) comprehensiveness of available programs for students~~
- ~~D) cost-effectiveness in providing instructional programs~~
- ~~E) impact on regional and statewide programs~~
- ~~F) impact on programs at neighboring community college districts~~

~~12)~~ The curricula included in the cooperative agreement for instruction shall be listed in the catalog of the college that does not have the program but is making it available to its students through a contractual arrangement with another college. A copy of the listing shall be kept on file at the district central administrative office.

23) Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois Community Colleges Online. The cooperative agreement ~~shall~~may specify that the programs/courses will be approved as programs/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such. This agreement would allow the receiving institution to offer the program only through online delivery through the sending college. The sending institution will be the institution of academic control of the course/curriculum. ICCB approval for such agreements will be based on the following:

- 1) a request for approval must be filed in a format specified by the ICCB;
- 2) the request must be accompanied by a draft cooperative agreement and a signed statement of agreement that the program/course will be offered only through online delivery and that both the sending and receiving institutions agree that the sending institution will be the institution of academic control of the course/curriculum;
- 3) the receiving institution must notify ICCB if and when the cooperative agreement is no longer operational so that the program/course can be removed from the approved ICCB program/course file.

ce) Copies of these contractual arrangements shall be kept on file at the district central administrative office. ~~Out of District Cooperative Agreements for Instruction. A community college district may enter into contractual arrangements with other public or nonpublic institutions of higher education for the delivery of units of instruction upon approval by ICCB. Criteria for approval of out of district agreements for instruction shall be:~~

- 1) ~~accessibility of instruction to students~~
- 2) ~~labor market need~~
- 3) ~~comprehensiveness of available programs for students~~
- 4) ~~cost effectiveness in providing instructional programs~~
- 5) ~~impact on regional and statewide programs~~
- 6) ~~impact on programs at neighboring community college districts~~

f) ~~Changes, revisions, or additions to cooperative agreements previously approved by the ICCB are reasonable and moderate extensions and must be reported to the ICCB prior to implementation.~~

g) ~~Extension of Curricula/Credit Courses into Another Community College District.~~

- 1) ~~A community college may extend previously approved credit courses into another community college district with approval of the other community college district.~~
- 2) ~~A community college may extend previously approved curricula into another community college district upon approval of the ICCB. Criteria for approval~~

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shall be:

- A) ~~a request from the community college district in which the proposed extension is to be offered~~
 - B) ~~labor market need~~
 - C) ~~cost effectiveness in providing instructional programs~~
 - D) ~~adequacy of facilities and support services~~
 - E) ~~impact on regional and statewide programs~~
 - F) ~~impact on programs at neighboring community college districts~~
- 3) ~~If a district in which military installations, correctional institutions, or other state or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may apply to the ICCB to do so. If more than one college applies, the ICCB will select a college using the following criteria:~~
- A) ~~The proximity of the college to the institution.~~
 - B) ~~The availability at the college of the instructional units needed by the institution.~~
 - C) ~~The cost of providing the instructional units for the institution.~~
 - D) ~~The college's past experience in offering similar units of instruction.~~
- h) ~~Extension of Curricula/Credit Courses Out of State. Curricula and credit courses offered at out of state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by the ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of state provided that it meets the following criteria:~~
- 1) ~~A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by the ICCB.~~
 - 2) ~~The college shall identify how the extension will be used by students to complete degree or certificate programs.~~
 - 3) ~~If the extension is offered for out of state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no state or local tax monies will be used to provide such extensions.~~
 - 4) ~~The college shall submit annual reports of its out of state extensions for the past fiscal year, on forms provided by the ICCB, by July 15 of each year.~~
 - 5) ~~The college shall request approval of its out of state extensions, on forms provided by the ICCB, prior to May 15 for the fiscal year beginning on the next~~

~~July 1.~~

- ~~6) Deletion, modification, or addition of courses and curricula offered at out-of-state extensions previously approved by the ICCB are reasonable and moderate extensions and must be reported to the ICCB.~~

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.309 Course Classification and Applicability

- a) Course Classification. Information on courses for which credit is to be awarded shall be submitted to ICCB through an electronic exchange system in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.
- b) Course Credit Hour Determination
- 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour ~~or 30 hours of that time for each quarter credit hour.~~
 - 2) Lecture Courses. Courses with students participating in lecture/discussion oriented instruction shall be assigned one semester credit hour or equivalent for each 15 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.
 - 3) Laboratory Courses. Courses in which students participate in laboratory/clinical-laboratory oriented instruction shall be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.
 - 4) Clinical Practicum courses. Courses in which students participate in clinical practical experiences shall receive one semester credit hour or equivalent each 30-60 contact hours, at a minimum, per semester or equivalent. It is expected that one hour of outside study time will be invested for each two clinical practicum contact hours.
 - 5) Internship Courses. Courses in which students participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours, at a minimum, per semester credit hour or equivalent.
 - 6) Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the contact hour requirements of this subsection (b).
- c) Course Syllabus. A syllabus shall be developed and maintained for each credit course and shall be available to the public and students upon request. A syllabus contains the

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description of the course, specific objectives of the course, a topical outline, and the method for evaluating student performance.

- d) **Course Applicability.** All credit courses must be part of an approved unit of instruction (see Section 1501.302), and the approved unit of instruction for each course shall be indicated on the college's ICCB MIS Course Master File.
- 1) **Lower-division Baccalaureate Courses.** Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a Statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:
 - A) at least three Illinois public universities;
 - B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer; or
 - C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.
 - 2) **GECC Credential.** Upon a student's completion of the GECC, a college is authorized to award a GECC credential, which shall, at a minimum, consist of a notation on a transcript for the student achieving the credential.
 - 3) **Remedial Course Credit.** No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.
 - 4) **Adult Basic Education Course Credit.** No adult basic education course credit applies to degrees or to certificates, except the Adult Basic Education Certificate.
 - 5) **Adult Secondary Education Course Credit.** No adult secondary or college preparatory education course credit applies to degrees or certificates, except the Adult Secondary Education Certificate.
 - 6) **Career and Technical Education Course Credit.** Courses designed to prepare individuals with a technical skill shall be applicable towards the requirements or electives for completion of an associate's degree (applied or transfer) or a career and technical education certificate.
 - 7) **General Studies Course Credit.** General studies course credit applies only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.
- e) **Special Upper-Division Courses**

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- 1) A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. These courses will be eligible for ICCB grants, if they meet all other criteria.
 - 2) If at least three public universities in Illinois agree, or if a public university that is the principal recipient of transfers from the community college agrees, certain special courses taught at the upper-division level may be offered by a college and be eligible for ICCB grants, provided they meet all other criteria.
- f) Independent Study. Independent Study course credit shall not exceed 25 percent of the credit hour requirements for a student to earn an associate degree. The topic of an independent study course shall be listed on the student's permanent academic record.
- g) Internships. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student before, or are taken by the student concurrently with, the experience.
- h) Courses Approved as Repeatable
- 1) Courses in which the content varies from term to term or from student to student (e.g., independent study, special topics, and internship courses) or in which a student is expected to gain increased depth of knowledge and skill through repetition shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, or the semester ~~or quarter~~ equivalent, e.g., a single course can be taken one time and repeated no more than three times per student;
 - B) The method of determining the amount of credit to be awarded for each section of the course, for each term, or for each student is specified in the college's catalog, on the course syllabus, and on the course classification form, and the subject matter and number of credits for which the student enrolled is specified on the student's permanent academic record;
 - C) The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of related courses; and
 - D) The total number of credit hours for a single course or for a combination of related courses that are applicable to degree or certificate completion does not exceed the maximums established in subsection (b) governing credit hour determination, subsection (f) governing independent study, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.

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- 2) Vocational skill courses that must be retaken periodically by law for persons employed in an occupation or vocation to maintain employment shall, at the request of the college, be approved for repeatability beyond the limits described in subsection (h)(1)(A) under the following conditions:
 - A) The content of the course is determined by law and does not change from one year to the next; and
 - B) A copy of the law (or regulation administering it) and a course syllabus accompany the course classification form requesting repeatability.
- 3) An adult basic, adult secondary, or a remedial education course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) No discrete module is repeated more than three times;
 - B) The title of a module completed and the grade received is permanently recorded on the student's permanent academic record; and
 - C) The content and number of credit hours for a discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by ICCB.
- 4) An adult basic, adult secondary or remedial education course that is not organized into discrete modules shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, or the semester or ~~quarter~~-equivalent; e.g., a single course can be taken one time and repeated no more than three times per student.
 - B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus; and
 - C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.312 Extension of Curricula/Credit Courses

- a) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.
- b) A community college may extend previously approved curricula into another community college district upon approval of ICCB. Criteria for approval shall be:
 - 1) a request from the community college district in which the proposed extension is to be offered;

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- 2) labor market need;
 - 3) cost-effectiveness in providing instructional programs;
 - 4) adequacy of facilities and support services;
 - 5) impact on regional and statewide programs; and
 - 6) impact on programs at neighboring community college districts.
- c) If a district in which military installations, correctional institutions, or other State or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may apply to ICCB to do so. If more than one college applies, ICCB will select a college using the following criteria:
- 1) proximity of the college to the institution;
 - 2) availability at the college of the instructional units needed by the institution;
 - 3) cost of providing the instructional units for the institution; and
 - 4) college's past experience in offering similar units of instruction.
- d) Curricula and credit courses offered at out-of-state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of State provided that it meets the following criteria:
- 1) A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by ICCB.
 - 2) The college shall identify how the extension will be used by students to complete degree or certificate programs.
 - 3) If the extension is offered for out-of-state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no State or local tax monies will be used to provide the extension.
 - 4) The college shall submit annual reports of its out-of-state extensions for the past fiscal year, on forms provided by ICCB, by July 15 of each year.
 - 5) The college shall request approval of its out-of-state extensions, on forms provided by ICCB, prior to May 15 for the fiscal year beginning on the next July 1.
 - 6) Deletion, modification or addition of courses and curricula offered at out-of-state extensions previously approved by ICCB are reasonable and moderate extensions and must be reported to ICCB.

(Source: Added 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 the **instructors** will be teaching.
 - B) High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection **(a)(2)** 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 these 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*

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- Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan. [110 ILCS 27/20(1)(B)]
- iv) The provisions of this subsection (a)(2)(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 are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (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 [110 ILCS 152] 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 (b) to teach the dual credit course. [110 ILCS 27]

- 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; and
 - H) identification of costs associated with the dual credit course.
- 3) 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.
- 4) If, within 180 calendar days after 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. [110 ILCS 27/16]
- 5) 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: Added at 44 Ill. Reg. _____, effective _____)

SUBPART E: FINANCE

Section 1501.507 Credit Hour Claims

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each

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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.
 - 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~~**Elective** physical education courses;
 - B) ~~required~~**Required** courses for majors and minors in physical education, recreational leadership, and related programs;
 - C) ~~physical~~**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;

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- 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, 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.~~
 - F) ~~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,~~

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~~requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.~~

~~G) 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 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.:-OF
 - 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~~Credit by examination;
 - 2) ~~military~~Military service credit for physical education;
 - 3) ~~transfer~~Transfer of credit earned at other institutions or in the armed forces;
 - 4) ~~proficiency~~Proficiency examinations;
 - 5) ~~advanced~~Advanced placement credits;
 - 6) ~~other~~Other methods of program acceleration that do not include instruction; and-
 - 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 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 _____)

BACKGROUND

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.

On August 14, 2018, the Governor signed into law Public Act 100-0884. This Act, an initiative of the Illinois Community College Board (ICCB), streamlines the Illinois Public Community College Act and eliminates statutory language that is outdated, repeals programs and statutory functions no longer necessary, and clarifies ambiguous language. These changes require the ICCB to amend its administrative rules in the following areas:

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- (a) Repeal a grant program for the establishment of a new college, campus, or branch.
- (b) Define “cooperative agreement.”
- (c) Amend the approval process for cooperative agreements to reflect ICCB’s broad approval authority.
- (d) Clarify the extension of curricula/credit courses as a policy separate from the approval of contractual agreements.

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.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
Capital Projects**

The ICCB has recently completed a thorough review of its capital project submission and prioritization processes and facilities data collection. Based on this review, the ICCB is proposing changes to its administrative rules for state funded capital projects and reporting requirements.

This proposed rulemaking was published in the *Illinois Register* (44 Ill. Reg. 13177; August 14, 2020) for the formal public comment period. No public comments have been received in response to the proposed rules. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

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1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
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1501.106	Executive Director 0
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
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1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
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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
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SUBPART C: PROGRAMS

Section	
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

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- 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

SUBPART D: STUDENTS

- Section
- 1501.401 Definition of Terms (Repealed)
- 1501.402 Admission of Students
- 1501.403 Student Services
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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 ~~Deferred Maintenance~~ ~~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

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- 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].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill.

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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 _____.

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

- January 15
 - annual financial statements and notice of publication (see Section 1501.506)
- January 31
 - certificate of tax levy (see Section 1501.510(f))
 - ~~construction project status reports (see Section 1501.607(a))~~
- February 1
 - annual African American Employment Plan Survey (see Section 1501.308(b))
 - annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
 - annual Asian Employment Plan Survey (see Section 1501.308(b))
 - annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))
- February 15
 - spring semester (2nd term) enrollment survey (see Section 1501.406(b))
- March 1
 - annual Underrepresented Groups Report (see Section 1501.406(c))
- March 31
 - policies for the award of academic credit for prior learning (see Section 1501.311(a))
- June 15
 - annual faculty, staff salary and benefits data (see Section 1501.308(a))
- July 1
 - Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
 - ~~construction in progress and acreage (facility information) (see Section 1501.510(b))~~
- July 15
 - report of out-of-state extensions (see Section 1501.307(h)(4))
 - annual noncredit course enrollment (see Section 1501.406(d))
- August 1
 - annual student enrollment and completion data (see Section 1501.406(a))
 - ~~square footage and acreage (facility information) (see Section 1501.510(b))~~
- September 1
 - budget and tax survey (see Section 1501.510(d))

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- program review report (see Section 1501.303(d)(6))
 - program review listing (see Section 1501.303(d)(6))
 - facilities data (see ~~Sections~~Section 1501.510(e) and 1501.607(ae))
 - annual Student Identification data submission (see Section 1501.406(f))
 - annual report of student course information submission (see Section 1501.406(g))
- October 1
- fall semester enrollment data (see Section 1501.406(a))
 - fall semester enrollment survey (see Section 1501.406(b))
- October 15
- faculty, staff and salary data (see Section 1501.308(a))
 - fiscal year budget (see Section 1501.504)
- November 1
- summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))
- December 30
- external audit (see Section 1501.503(a))
 - annual instructional cost report (see Section 1501.510(c))
 - unexpended special initiative grant funds (see Section 1501.519(d))
 - credit hour claims (see Section 1501.406(b) and Section 1501.507(a))
- 30 days
after the end
of each term

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

"Annual Financial Statement" means an annual financial report and an annual program report that are required to be published by a district. An annual financial report includes a statement of revenues and expenditures, along with other basic financial data. An annual program report includes a narrative description of programs offered, goals of the district, and student and staff data.

"Attendance at Midterm" means a student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

"Auditor" means a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records before the end-of-registration date of the college for that particular term.

"~~Deferred Maintenance~~~~Capital Renewal~~ Grants" means State grants allocated proportionally to a community college district based on the latest ~~fall~~-on-campus nonresidential gross square feet of facilities as reported to ICCB. These grants are to be used for ~~miscellaneous~~-capital improvements such as rehabilitation, ~~remodeling~~, ~~improvement~~ and repair; architect/engineer services; supplies, fixed equipment and materials; and all other expenses required to complete the work.

"Lincoln's Challenge Scholarship Grants" means scholarships provided to a community college for graduates of the Lincoln's Challenge Program is administered by the Illinois

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Department of Military Affairs.

"Midterm Class List Certification" means the college's process for certifying to ICCB students in attendance at the midterm as part of the proof that a student's credit hours are eligible for State funding. The district shall file with ICCB a document outlining the process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification and the district shall file an amended process any time changes are made, but not less than once every five years.

"Midterm Certification Signature" means midterm class lists obtained and maintained by the college that are manually signed and dated by faculty or electronic signature of the faculty.

If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that ensure:

Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists they teach;

Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (that is, one or two weeks before and one or two weeks after the midpoint of the class);

A faculty member's identity is authenticated and attributed to the midterm certification signature;

The integrity of the electronically signed midterm class list of a course section has been secured and verified; and

The college has the capability of generating signed printed midterm class lists that support the ICCB credit hour claim submission.

A final grade sheet electronic signatures process, if adopted, should be implemented in the same manner as the electronic midterm certification signature.

"Residency – Applicability Proof" means the college's processes, in accordance with Section 2-16.02 of the Act, for verifying to ICCB the residency status of its students as part of the proof that its credit hours are eligible to receive ICCB grants. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. A district shall file descriptions of any revisions to its process with ICCB before their implementation.

"Residency – General Provisions". The following provisions apply both to State and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, a student shall have occupied a dwelling within the State or district for at least 30 days immediately before the date established by the district for classes to

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begin.

The district shall maintain documentation verifying State or district residency of students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, a caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

"District Provisions". Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of State or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; or

students attending under a chargeback or contractual agreement with another community college.

"Special State Provisions". Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

"Senior Citizen" means a person 65 years or older whose annual household income is less

than the threshold amount provided in Section 4 of the Senior Citizens and Persons with Disabilities Property Tax Relief Act [320 ILCS 25].

"Special Initiatives Grants" means funds for conducting special initiatives activities. Special initiatives activities are based upon criteria specified in a [Grant Agreement grant agreement](#) between the college or vendor and ICCB.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.510 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB and according to the schedules indicated.

- a) Resource Allocation and Management Plan (RAMP) data by July 1 of each year.
- b) Construction in progress and acreage by ~~July~~August 1 of each fiscal year.
- c) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 31 following the end of that fiscal year.
- d) A survey of local budget and tax extensions and collections by September 1 of each year.
- e) ~~Facilities~~F3, F6, B3, and R3 facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.
- f) Certificate of Tax Levy by January 31 of each year.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.516 ~~Deferred Maintenance~~Capital Renewal Grants

- a) Districts may apply annually to ICCB for approval of ~~deferred maintenance~~capital renewal grant projects. Requests for ICCB approval of ~~deferred maintenance~~capital renewal grant projects shall be submitted using forms prescribed by ICCB.
- b) Expenditures of funds from this grant are limited to ~~deferred maintenance~~capital renewal projects that are within the scope of the definition of ~~deferred maintenance~~capital renewal grants contained in Section 1501.501.
- c) Funds received from this grant shall be accounted for in the Operations and Maintenance Fund (Restricted) (see Section 1501.511(a)(7)).
- d) Other sources of funding may be added to ~~deferred maintenance~~capital renewal grant funds to finance larger projects.
- e) Projects shall be designed and constructed to meet all applicable facilities codes as specified in Section 1501.603(g).

- f) Authority to approve ~~deferred maintenance~~capital renewal grant projects is delegated to the ICCB ~~or its~~ Executive Director.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART F: CAPITAL PROJECTS

Section 1501.601 Definition of Terms

"Alter" means to remodel or modify a facility, without changing its original purpose or adding to its total dimensions, that would have been constructed differently had existing accessibility, energy conservation, or environmental protection laws, codes or standards (as specified in Section 1501.603(g)(2)) been in effect at the time of construction.

"Building efficiency" means the ratio of the total net assignable square feet (NASF) of a building, which includes the interior of classrooms, class laboratories, offices, study areas, libraries, special or general use areas, and supporting areas for each of these space types, to the total gross square feet (GSF) of a building, which includes circulation areas, custodial areas, mechanical areas and structural areas plus the NASF.

"Capital Project Design Phase" of a capital project means development of detailed architectural plans, specifications and cost estimates.

"Capital Project Needs Assessment" means the initial conceptualization and justification of the scope of the project.

"Credits" means capital project local contribution allowances certified by ICCB at its Board meeting on September 18, 1987.

"Deferred Maintenance Project" means a project that keeps a facility or asset in efficient operating condition, preserves the condition of the property, or restores property to a sound state after prolonged use.

"Facility" means any physical structure or entity that is necessary for the delivery of the district's programs and related services.

"Hazard" means a risk or peril resulting from unsanitary conditions, deficiencies in codes specified in Section 1501.603(g)(2), conditions increasing the risk of fire, or conditions otherwise endangering human life to a degree greater than normal.

"Licensed Architect or Engineer" means an architect or engineer licensed by or registered with the Illinois Department of Financial and Professional Regulation.

"Locally Funded" means a capital project funded totally from local district bond issues, local district operating funds, federal grants, foundation or other grants, gifts, student fees, or any non-state appropriated source.

~~"Maintenance Project" means a project that keeps a facility or asset in efficient operating condition, preserves the condition of the property, or restores property to a sound state after prolonged use.~~

"Primary Site" means any site constituting a campus as defined in Section 1501.301.

"Repair" means rehabilitate or return a facility to its original condition after damage or deterioration, without changing its original purpose or adding to its total dimensions, when the condition of the facility poses a hazard to individuals or threatens the structural integrity of the facility.

"Scope" means the parameters of the project, primarily the physical dimensions of the project and the function of space included within the project.

"Secondary Site" means any location where the district maintains a permanent presence, but does not meet the criteria of a primary site.

"State-Funded" means a capital project partially or fully funded with a State appropriation.

"Structural Defect/Deficiency Project" means a capital project that has a defect or deficiency directly attributable to inadequate design or construction, or defective construction materials.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.603 State-Funded Capital Projects

- a) Projects Eligible to Receive State Funds. State funds may be requested for capital projects, both those to be purchased and those to be constructed, as defined in this subsection (a). The funds shall be requested before construction and may include or consist of architectural and engineering fees associated with the project. These projects shall consist of:
 - 1) Buildings, Additions, and/or Structures (including fixed equipment). Types of buildings that may be included are:
 - A) Administration and student personnel services facilities;
 - B) Central utility facilities;
 - C) Classrooms;
 - D) Fine and applied arts classrooms and laboratories;
 - E) Libraries;
 - F) Occupational technical, and semi-technical laboratories, shops and classrooms;
 - G) Other structures used for the operation and maintenance of the campus;
 - H) Physical education instructional facilities;

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- I) Science laboratories and related science facilities; and
 - J) Student areas appropriate to the needs of a commuter institution, including food services, lounge areas, study areas, storage lockers, child care facilities, and facilities for student activities such as newspaper editing and student government.
- 2) Land.
 - 3) Movable Equipment.
 - 4) Utilities (those beyond a five-foot perimeter of buildings).
 - 5) Remodeling or Rehabilitation of Existing Facilities. These projects include provision for:
 - A) Access for students with disabilities;
 - B) Emergency repairs (including construction defects/deficiencies);
 - C) Energy conservation; and
 - D) Programmatic changes.
 - 6) Site Improvements.
 - A) Clearance;
 - B) Drainage;
 - C) Earth movement;
 - D) Finish grading, seeding, landscaping;
 - E) Other work required to make land usable as a building site;
 - F) Parking; and
 - G) Streets and walkways.
 - 7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.
- b) Application Criteria for New Construction Projects at the Primary Site. The acquisition of buildings/additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. In order for capital

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projects for new construction to be considered for State funding, the following requirements shall be met:

- 1) Certification of local board approval of the projects requested shall be provided.
 - 2) Certification shall be provided that funds or credits are available to provide the local share of the cost of the projects in accordance with Articles IIIA and V of the Act.
 - 3) Certification shall be provided that a suitable construction site is available. Suitability is determined through a site feasibility study and a Capital Development Board technical evaluation. The feasibility study shall address, at a minimum, the following:
 - A) The location of the site in relation to geography and population of the entire district and in relation to sites of the district's other colleges;
 - B) The impact on the surrounding environment, including the effect of increased traffic flow;
 - C) Accessibility to the site by existing and planned highways and/or streets;
 - D) Cost of development of the site in relation to topography, soil condition and utilities;
 - E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost;
 - F) The number, location and characteristics (type of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered; and
 - G) The location of the site in relation to existing institutions of higher education.
 - 4) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).
 - 5) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(1)(C) or a specific program need basis as specified in subsection (e)(1)(D).
 - 6) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.
- c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and

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rehabilitate a facility shall require submittal of the following:

- 1) An application on forms prescribed by ICCB;
 - 2) Certification of local board approval of the projects requested;
 - 3) Certification that funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act;
 - 4) A summary detailing the effects of the remodeling on space usage (classrooms, laboratories, offices, etc.); and
 - 5) A justification statement regarding the need to remodel.
- d) Application Criteria for Secondary Site Projects. Projects for the acquisition/construction of a new site and/or structure for purposes other than a primary site facility and projects for acquisition of sites and/or structures adjacent to the primary site shall require submittal of the following:
- 1) A resolution by the local board of trustees stating that:
 - A) Local funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act; and
 - B) The programs offered have been approved by ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.
 - 2) Copies of at least two appraisals of the property.
 - 3) Proof that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not prevent the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into the total cost of procuring the facility.)
 - 4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.
 - 5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.
- e) Site Purchase. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.

- f) Utilities. Utilities projects (beyond a five-foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.
- g) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.
- he) Project Priority Criteria. All projects must meet requirements as stated in Sections 5-3 and 5-4 of the Act. A maximum of 100 points will be awarded for each submitted capital project. Capital project priorities will be established ~~within the categories named in subsection (a) of this Section~~ according to the following criteria:
- 1) ~~New Facilities: The acquisition of buildings/ additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. All requests for new facilities must meet the criteria specified in either subsection (b) for new construction at a primary site or subsection (d) for secondary site projects. The following criteria will be considered in establishing priorities for new facilities:~~
- 1A) Type of Space (10%). Priorities will be assigned to colleges based on the type~~Type~~ of space to be constructed, purchased, improved, or remodeled (in priority order). In the case of site purchases, utilities, and site improvements not related to new facilities acquisition, priorities will be assigned based upon the type of space associated with the project.:
- A†) Instructional, study, office and student areas (all weighted equally):
- i)† Instructional space, including basic classrooms, lecture halls, seminar rooms and other rooms used primarily for scheduled instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space used as classroom service, that is, projection rooms, telecommunication control booths, closets, etc., are included (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).
- ii)† Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support the activities of these rooms (FICM Codes 410-455).
- iii)† Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms

(FICM Codes 310-355).

- ~~iv)~~ Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms used for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).
- ~~Bii)~~ Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).
- ~~Ciii)~~ Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls, used primarily for general presentations or performances (FICM Codes 610-625). Includes areas that serve as an extension of the activities in that facility.
- ~~Div)~~ Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasiums, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM Code series 100.)
- ~~Ev)~~ Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515 and 530-590).
- ~~2B)~~ Core Campus Considerations (20%). Priorities will be assigned to colleges that do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.
- ~~3C)~~ Space Criteria/Considerations (20%). Utilization of existing space will be calculated by annual full-time equivalent enrollment per net assignable square feet (NASF) of the most recently completed fiscal year. Priority will be assigned to those districts that have the highest utilization of owned space.

 - ~~i)~~ Utilization of Existing Space. Priorities will be assigned so that the higher utilization rate generated by weekly instructional hours for credit and noncredit courses offered at permanent locations owned by the college (college holds title, lease purchase, or purchasing contract for deed), the higher the priority that will be assigned. Instructional hours are defined as those enrollments generated by students taking credit and noncredit

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~~courses.~~

- ~~ii) Space per Student. Requests for space will be assigned priorities so that the less existing permanent space per student available at facilities owned by the college (college holds title, lease purchase, or contract for deed), the higher the priority assigned to the project.~~

~~4D)~~ Program Considerations (20%). Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:

- ~~Ai)~~ Documented need as evidenced by the college's accountability and productivity reviews;
- ~~Bi)~~ Labor market demand for completers of the program (as indicated by current manpower data);
- ~~Ciii)~~ Unavailability of special facilities needed for the program; and
- ~~Div)~~ Other special needs or measures as described in the program justification statement submitted by the college with the project request.

~~5) College Ranking (10%). Priorities will be assigned to projects that are ranked as a high priority by the college.~~

~~6) Prior Commitment (10%). Additional consideration will be given to the project if it had previous ICCB approval for planning or construction or a commitment made through prior appropriations by the State.~~

~~7) Structural Considerations (5%). Additional consideration will be given for structural considerations (in priority order).~~

~~A) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);~~

~~B) Overall condition of space and/or other structural integrity considerations;~~

~~C) Those projects that will result in financial and/or natural resource savings (energy conservation).~~

~~8) Local Resources (5%). Consideration will be given to districts that qualify for Equalization Grants (see Section 2-16.02 of the Act), have a high poverty level within the district, and have an economically disadvantaged student body.~~

~~2) Remodeling or Rehabilitation of Existing Facilities. Remodeling or~~

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~~rehabilitation projects will be evaluated on structural considerations and/or programmatic considerations and core campus considerations, if applicable to project. Requests for remodeling or rehabilitation projects must meet the criteria specified in subsection (c). The following criteria will establish the order of remodeling/rehabilitation projects:~~

- ~~A) Structural Considerations (in priority order):~~
 - ~~i) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);~~
 - ~~ii) Overall condition of space and/or other structural integrity considerations;~~
 - ~~iii) Those projects that will result in financial and/or natural resource savings (e.g., energy conservation); and~~
 - ~~iv) Those projects that will result in the development of more efficient utilization of existing space.~~

- ~~B) Program Considerations. Consideration will be given to the need for remodeling or rehabilitation of facilities based on the programs to be housed in the facilities. Priorities will be assigned so that the greater the need for remodeling or rehabilitation, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:~~
 - ~~i) Documented need as evidenced by the college's accountability and productivity reviews;~~
 - ~~ii) Labor market demand for completers of the program (as indicated by current manpower data);~~
 - ~~iii) Unavailability of special facilities needed for the program; and~~
 - ~~iv) Other special needs or measures as described in the program justification statement submitted by the college with the project request.~~

- ~~C) Core Campus Considerations. Priorities will be assigned to colleges that demonstrate the need for remodeling or rehabilitation of existing core campus components due to either structural integrity issues or increased demand for services. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services and facilities to support high enrollment programmatic areas.~~

- 3) Land. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus

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~~facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.~~

- ~~4) Utilities. Utilities projects (beyond a five foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.~~
- ~~5) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.~~
- ~~6) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction.~~

~~if)~~ Changes in budget and/or scope to approved construction projects shall be submitted for approval according to the following criteria:

- 1) Changes in budget/scope totaling five percent or less of the approved project budget/scope shall be reconciled at the completion of the project and submitted to ICCB for information purposes.
- 2) When changes in the project budget/scope have reached five percent, any subsequent change modifying the budget/scope of the project shall require approval by the ICCB Executive Director, prior to expenditure of funds on the additional work. The criteria the ICCB Executive Director will use for approving changes in the project budget/scope will be the same as are listed in this Section.

~~ig)~~ Construction Standards. The standards listed in this subsection ~~(i)~~ shall be applied in the design and construction of facilities.

- 1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
- 2) Facilities Codes. All construction, remodeling and rehabilitation of facilities shall be in compliance with the following standards:
 - A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:
 - i) International Building Code, ~~2018~~2015 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).
 - ii) International Mechanical Code, ~~2018~~2015 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills,

Illinois 60478-5795).

- iii) National Electrical Code, NFPA 70, ~~2020~~2014 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
 - iv) National Fire Protection Association 101, Life Safety Code, ~~2018~~2003 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
- B) Illinois administrative rules that are referenced in this Part are:
- i) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - ii) Illinois Accessibility Code (71 Ill. Adm. Code 400) or the 2010 Americans with Disabilities Standards for Accessible Design (28 CFR 35 and 36), whichever is more stringent.
 - iii) Fire Prevention and Safety (41 Ill. Adm. Code 100).
 - iv) Illinois Energy Conservation Code (~~71~~74 Ill. Adm. Code 600).
- C) Any local building codes that may be more restrictive than the codes listed in this subsection (g)(2).
- 3) State of Illinois Building Related Requirements. To assist the architect in determining which statutes and rules might be applicable to a project, the Capital Development Board (CDB) has assembled a Directory of Illinois Construction-Related Statutes and Rules that lists statutory requirements relative to State construction. CDB also maintains a List of Codes Used Throughout the State of Illinois by City or County. Both resources are available on CDB's website (<http://www.illinois.gov/cdb/business/codes/Pages/BuildingCodesRegulations.aspx>).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.607 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB by July 1 of each year~~and according to the schedules indicated:~~

- a) Annual facility data and project updates that shall include NASF of owned space by classroom, lab, office, study, support and special use categories.~~Progress reports (as of December 31) of all construction projects by January 31 of each year.~~
- b) Estimated deferred maintenance annual cost and current backlog.~~Course resource data (S6 and S7) showing the facilities used by a course offered for credit during the fall term within 30 days after the end of the term. Facility identifiers, building identifiers, and room identifiers reported in the course resource data should match identifiers that will be reported in the F3, F6, B3, and R3 records at the end of the current fiscal year.~~

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- c) ~~All completed and in-progress projects using State funds. An inventory of its facilities and an update of this inventory annually by September 1 immediately following the end of the fiscal year. This facilities data (F3, F6, B3, and R3 records) shall be submitted in the format designated by ICCB and shall represent existing facilities in service at June 30 of the fiscal year just ended.~~
- d) ~~All completed and in-progress local projects with a cost of \$250,000 or more. Course resource data (N6) for a non-credit offering (N1) showing the facilities used for each non-credit course offered during the fall term by August 15 following the end of the current fiscal year. Facility identifiers, building identifiers, and room identifiers reported in the N6 records should match identifiers that will be reported in the F3, F6, B3 and R3 records at the end of the current fiscal year.~~

(Source: Amended at 44 Ill. Reg. _____, effective _____)

BACKGROUND

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.

ICCB staff formed a workgroup within the community college system to discuss changes to the Capital Project Submissions and Project Prioritization and Facility Reports. Active participation by CFO's, architects, and facility coordinators led to several suggested changes in the processes that make up the capital submissions. The suggested changes were then brought to the entire system's CFO group to discuss. ICCB then came up with a plan to provide a more transparent process flow for project prioritization and data collection by amending administrative rules: 1501.603; 1501.604; 1501.607; 1501.608.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
Community College Employment Contracts**

Public Act 99-0482 establishes limitations on employment contracts, other than collective bargaining agreements, entered into with an employee of a community college district. Public Act 99-0694 establishes additional guidelines for community college employment contracts with presidents and chancellors. Lastly, Public Act 100-0895 creates the Government Severance Pay Act which further limits severance payments to community college employees. These changes require the ICCB to amend and update its administrative rules.

This proposed rule was published in the *Illinois Register* (44 Ill. Reg. 10855; June 26, 2020) for the formal public comment period. No public comments were received in response to the proposed rules. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section	
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
1501.109	Appearance at ICCB Meetings
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

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)

SUBPART C: PROGRAMS

Section	
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

SUBPART D: STUDENTS

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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
<u>1501.803</u>	<u>Employment Contracts</u>
<u>1501.804</u>	<u>President and Chancellor Performance Review</u>

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] and the Government Severance Pay Act [5 ILCS 415].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 44 Ill. Reg. _____, effective _____.

SUBPART H: PERSONNEL

Section 1501.801 Definition of Terms

"Automatic Rollover Clause" means the renewal of an employment contract after the anniversary date for an additional term without any additional agreement or signature.

"Misconduct" includes, but is not limited to, the following:

Conduct demonstrating conscious disregard of a college district's interest and found to be a deliberate violation or disregard of the reasonable standards of behavior the district expects of its employee.

Carelessness or negligence to a degree or recurrence that manifests culpability or wrongful intent, or shows an intentional and substantial disregard of the district's interests or of the employee's duties and obligations to his or her college district.

Chronic absenteeism or tardiness in deliberate violation of a known policy of the district or one or more unapproved absences following a written reprimand or warning relating to more than one unapproved absence.

A violation of a college district's rule, unless the claimant can demonstrate that:

He or she did not know, and could not reasonably know, of the rule's requirements;

The rule is not lawful or not reasonably related to the job environment and performance; or

The rule is not fairly or consistently enforced.

Other conduct, including, but not limited to, committing criminal assault or battery on another employee, student, customer or invitee of the employer.

"Severance Pay" means the actual or constructive compensation, including salary, benefits, or perquisites, for employment services yet to be rendered that is provided to an employee who has recently been or is about to be terminated. [5 ILCS 415/5]

"Sabbatical Leave" means a leave of absence granted by the Board of Trustees to eligible employees to provide opportunities for those employees to engage in activities aimed at developing the employees professionally and improving their abilities to perform their contractual responsibilities.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.803 Employment Contracts

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- a) Severance Pay. Any community college district that enters into, amends, renews or extends an employment contract that includes a provision for severance pay must include the following in the contract:
- 1) The limitation of severance pay to not exceed any amount greater than 20 weeks of compensation; and
 - 2) A prohibition of severance pay when an employee has been fired by the district for misconduct. [5 ILCS 415/10]
- b) Any employment contract entered into, amended, renewed, or extended with an employee of the community college district shall adhere to the following limitations:
- 1) A contract with a determinate start and end date may not exceed 4 years; [110 ILCS 805/3-65(b)(2)]
 - 2) The contract may not include any automatic rollover clauses; and [110 ILCS 805/3-65(b)(3)]
 - 3) All renewals or extensions of contracts must be made during an open meeting of the board.
- c) President and Chancellor Employment Contracts
- 1) Final action on the formation, renewal, extension, or termination of the employment contract of a president or chancellor must be made during an open meeting of the board. [110 ILCS 805/3-70(2)]
 - 2) Any performance-based bonus or incentive-based compensation to the president or chancellors must be approved by the board in an open meeting. The performance criteria and goals upon which the bonus or incentive-based compensation is based must be made available to the public on the district's official website no less than 48 hours before board approval. [110 ILCS 805/3-70(4)]
- d) Public Notice. Public notice, pursuant to the Illinois Open Meetings Act [5 ILCS 120], of an employment contract entered into, amended, renewed, extended, or terminated shall be provided by publication of the board item documenting at a minimum a description of the proposed financial components of the contract and a description of the action to be taken by the board.
- 1) If the proposed contract is written prior to the board meeting, a copy of the contract, including all addendums or any other documents that change an initial contract, shall be posted prior to board action on the district's official website. [110 ILCS 805/3-70(3)]
 - 2) If the proposed contract is not written prior to the board meeting, the board may take action to approve the contract or terms of the contract, provided that public notice was provided pursuant to this Section. As soon as possible following board action, copies of the contract enacted, including all addendums and other documents that change an initial contract, shall be posted to the district's official website.

e) This Section does not apply to collective bargaining agreements.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 1501.804 President and Chancellor Performance Review

The board shall complete an annual performance review of the president or chancellor. The board shall consider the annual performance review when contemplating a bonus, raise, or severance agreement for the president or chancellor. [110 ILCS 805/3-75] The annual performance criteria and goals must be made available to the public on the district's official website.

(Source: Added at 44 Ill. Reg. _____, effective _____)

BACKGROUND

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 99-0482, adopted September 22, 2015, establishes the following limitations on employment contracts, other than collective bargaining agreements, entered into with an employee of a community college district:

1. Severance under the contract may not exceed one-year salary and applicable benefits.
2. Contract with a determinate start and end date may not exceed 4 years.
3. The contract may not include any automatic rollover clauses, and all renewals or extensions must be made during an open meeting of the board of trustees.
4. Public notice must be given of any employment contract entered into, amended, renewed, or extended and must include a complete description of the action to be taken and the contract itself with all addendums or any other documents that change an initial contract.

Per this Act, on January 22, 2016, the Board adopted a policy that determines the form in which community college districts must provide public notice of action on employment contracts.

Public Act 99-0694, adopted July 29, 2016, establishes additional guidelines for community college employment contracts with presidents and chancellors. Specifically, the following provisions apply:

1. Severance payments or contract buyouts may be placed in an escrow account if there are pending criminal charges against the president or chancellor of the community college related to their employment.
2. Final action on the formation, renewal, extension, or termination of the employment contracts must be made during an open meeting of the board.
3. Public notice, compliant with the Open Meetings Act, must be given prior to final action on the formation, renewal, extension, or termination of the employment contracts and must include a copy of the board item or other documentation providing, at a minimum, a description of the proposed principal financial components of the president's or any chancellor's appointment.
4. Any performance-based bonus or incentive-based compensation must be approved by the board in an open meeting. The performance criteria and goals upon which the bonus or incentive-based compensation is based must be made available to the public no less than 48 hours before board approval of the performance-based bonus or incentive-based compensation.

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5. Board minutes, board packets, and annual performance criteria and goals concerning the president or any chancellors must be made available to the public on the community college district's website.
6. Performance-based bonus payments or incentive-based compensation that result in an increase in the final rate of earnings under the Illinois Pension Code may not be paid.

In addition, the board of trustees of each community college is required to complete an annual performance review of the president or chancellor and such review must be considered when the board contemplates a bonus, raise, or severance agreement.

Lastly, Public Act 100-0895, adopted August 14, 2018, creates the Government Severance Pay Act which further limits severance payments to community college employees.

Illinois Community College Board

EMPLOYEE GUIDEBOOK UPDATES

The ICCB Employee Guidebook is revised to include a new parental leave policy that provides for up to eight weeks of paid parental leave in any 12-month period. The Guidebook is also revised to update the information technology system backup policy.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

8.6 Parental Leave

An employee may be granted up to eight weeks of paid parental leave in any 12-month period from the date of any previous parental leave. The employee must meet one of the following criteria:

- Have given birth; or
- Be a spouse or committed partner of a person who has given birth to a child; or
- Have adopted a child or had an adoptive or foster child placed in their home who is 17 years old or younger. This provision does not apply to the adoption of a stepchild by a stepparent.

The purpose of paid parental leave is to enable the employee to care for and bond with a newborn or newly adopted or newly placed child. This policy will run concurrently with Family and Medical Leave Act (FMLA) leave, as applicable. Parental leave must begin within one year of the date of a live birth or initial placement of the adopted or foster child, or it will be forfeited.

Employees requesting parental leave for adoption or foster placement must provide documentation of the placement (e.g., court order, placement), for either the adoptive or foster child.

Should both parents be employees, they shall each be eligible for 8 weeks of paid parental leave which may be taken consecutively or concurrently. Multiple births or adoptions will not increase the amount of eligible leave within any 12-month period. Upon termination of employment, the employee shall not be eligible for payment of any unused Parental leave. Except in unusual circumstances and upon the agreement of the employer and employee, employees must take paid parental leave in one continuous period.

Employees who are otherwise eligible for paid leave (vacation, sick, personal days, etc.) may use such leave prior to or after taking paid parental leave. The paid leave shall not exceed 16 weeks for any qualifying event within a 12-month period. The first 12 weeks of leave will automatically be counted toward the 12-week family and medical leave entitlement for eligible employees under the Family Medical Leave Act. Exceptions to this may be made based upon the request of a physician or at the discretion of the Executive Director.

Group benefit coverage and retirement (SURS) provided by ICCB through the State of Illinois will continue during the leave if the employee remains on payroll through the use of paid parental leave, vacation time, sick time, floating holidays, or personal time. Employees not on payroll who choose to continue with group benefit coverage will be required to continue their contributions for group medical and optional benefits through direct payment to the Department of Central Management Services, Bureau of Benefits.

An eligible employee shall initially notify his or her supervisor of the need for parental leave and include the estimated timing and duration of such leave at least 30 calendar days in advance of the need for parental leave, where practical. If the need for parental leave is not foreseeable, an eligible employee must give notice of the need to his or her supervisor as soon as practical.

Appendix II: Information Technology, Internet, and Email Security

Backup Policy (revised)

Because systems are subject to failure for a variety of reasons, it is imperative that an effective program of backups be actively utilized. This program is designed to permit recovery of data lost due to mishaps ranging in severity from something as simple as users erasing incorrect files through re-creating entire systems after a major catastrophe. Not only are backups important in data recoveries, they play a key role in every day data management. Effective archival of infrequently used data provides greater workspace for current activities while ensuring availability of historical information. This policy, then, is the basis for both the agency's Data Retention Policy and its Disaster Recovery Plan for Information Technology. The success of this policy depends upon users understanding what will or will not be included in backup processes.

- User data stored in folders in designated shared drives will be backed up nightly using an incremental method as well as a point in time recovery method.
- User data stored in private/home folders (i.e., My Documents) will be backed up nightly using an incremental method.
- All non-archived e-mail and associated files will be backed up nightly using an incremental method as well as a point in time recovery method.
- The SUSE environment, including all files associated with agency MIS systems, will be backed up in full once per week and nightly using an incremental method.
- A full back up of the entire system will run once per week with incremental backups occurring nightly the rest of the week. The week's backups from each system will be stored on a physical server, separate from the virtual environment. Once per week, the backups for the week, known as the weekly backup, will be copied to two separate drives. One will be stored on site in the agency's vault. The other will be stored at the home of the Deputy Director for Information Technology. The previous week's weekly backup will return to rotation.
- The first weekly backup of each month will be pulled from rotation and be known as a monthly backup. Weekly backups will otherwise return to rotation. Monthly backups will be stored in the agency's vault. A copy of the most current monthly backup will also be stored at the home of the Deputy Director for Information Technology.
- Monthly backups from January will be pulled from rotation and be known as yearly backups. Yearly backups will be kept for three years in the agency's vault and then returned to rotation.
- No end-user data stored outside the designated private/home folders and the designated shared directories will be backed up unless a specific request is made for such action. In that event, the request may be honored on a one-time basis, and the resulting backup shall be the responsibility of the requestor.

BACKGROUND

These changes were made based on staff input and an analysis of parental leave policies offered to other State of Illinois employees. The parental leave policy is a new tool to assist the agency with recruitment and retention of staff. The agencies information systems backup policy has been revised to reflect current operating procedures and audit recommendations.

Item #13.4
September 11, 2020

Illinois Community College Board

**AUTHORIZATION TO MAKE MINOR CHANGES TO THE
EMPLOYEE GUIDEBOOK**

The Board is authorizing the Executive Director to make minor changes to existing office policies as needed. New policies and substantive changes to existing policies will require Board approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to make non substantive changes to the ICCB Employee Guidebook, as needed.

BACKGROUND

Changing circumstances often require minor revisions and clarifications on existing policies. Empowering the Executive Director to make minor changes and updates to existing policies as needed would allow for more flexibility in dealing with needs as they arise. New policies, major revisions, and policy shifts would still need board approval.

Illinois Community College Board

FISCAL YEAR 2020 FINANCIAL STATEMENTS

Illinois Community College Board				
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT				
July 1, 2019 - August 30, 2020 Lapse Period				
		FY 2020	Year -to-Date	%
		Appropriation	Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 48,460,000	\$ 46,735,235	96.4%
ADULT EDUCATION		33,887,700	33,530,765	98.9%
GED TESTING PROGRAM		1,148,000	1,034,082	90.1%
CAREER & TECH EDUCATION		18,069,400	17,597,788	97.4%
OFFICE ADMINISTRATION		2,083,900	1,873,780	89.9%
TOTAL		\$ 103,649,000	\$ 100,771,651	97.2%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 145,574,100	\$ 145,574,097	100.0%
TOTAL		\$ 145,574,100	\$ 145,574,097	100.0%
<u>SPECIAL STATE FUNDS *</u>				
CONTRACTS AND GRANTS FUND		\$ 10,000,000	\$ 331,490	3.3%
GED TESTING FUND		100,000	74,501	74.5%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	105,570,000	100.0%
TOTAL		\$ 115,770,000	\$ 105,975,991	91.5%
<u>FEDERAL FUNDS*</u>				
FEDERAL ADULT EDUCATION FUND		\$ 28,197,680	\$ 16,867,116	59.8%
FEDERAL CAREER & TECH ED FUND		21,460,692	13,232,189	61.7%
ICCB FEDERAL TRUST FUND		525,000	94,732	18.0%
TOTAL		\$ 50,183,372	\$ 30,194,037	60.2%
GRAND TOTAL, ALL FUNDS		\$ 415,176,472	\$ 382,515,776	92.1%
* See detail on following pages				

Illinois Community College Board				
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT				
State General Funds				
July 1, 2019 - August 30, 2020 Lapse Period				
		FY 2020	Year-to-Date	%
		Appropriation	Expenditures	Expended
<u>GENERAL REVENUE FUND</u>				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago		\$ 13,265,400	\$ 13,265,400	100.0%
P-20 Council Support		150,000	150,000	100.0%
East St. Louis Educational Center		1,457,900	1,456,403	99.9%
Illinois Veterans Grant		4,264,400	2,827,533	66.3%
IL. Longitudinal Data System		560,300	500,234	89.3%
Lincoln's Challenge Program		60,200	14,852	24.7%
Performance Grants		359,000	358,990	100.0%
Small College		548,400	548,386	100.0%
Alternative Schools Student Re-enrollment		3,000,000	3,000,000	100.0%
Transitional Math and English Development		1,000,000	969,500	97.0%
Bridge and Transition		23,794,400	23,643,937	99.4%
	TOTAL	\$ 48,460,000	\$ 46,735,235	96.4%
OFFICE ADMINISTRATION				
		\$ 2,083,900	\$ 1,873,780	89.9%
	TOTAL	\$ 2,083,900	\$ 1,873,780	89.9%
ADULT EDUCATION				
Adult Education Basic Grants		\$ 22,651,000	\$ 22,596,815	99.8%
Adult Education Performance Grants	0	11,236,700	10,933,950	97.3%
	TOTAL	\$ 33,887,700	\$ 33,530,765	98.95%
GED TESTING PROGRAM				
		\$ 1,148,000	\$ 1,034,082	90.1%
	TOTAL	\$ 1,148,000	\$ 1,034,082	90.1%
CAREER & TECHNICAL EDUCATION				
CTE LPN RN		500,000	375,000	75.0%
CTE Administration		575,000	300,023	52.2%
CTE Formula		15,400,000	15,400,000	100.0%
CTE Early School Leavers Grants		615,000	600,000	97.6%
CTE Early School Leavers Administration		84,950	28,315	33.3%
CTE Corrections		894,450	894,450	100.0%
	TOTAL	\$ 18,069,400	\$ 17,597,788	97.4%
<u>EDUCATION ASSISTANCE FUND</u>				
GRANTS TO COLLEGES AND PROVIDERS				
Base Operating		\$ 74,370,200	\$ 74,370,200	100.0%
Equalization		71,203,900	71,203,898	100.0%
	TOTAL	\$ 145,574,100	\$ 145,574,097	100.0%
	GRAND TOTAL	\$ 249,223,100	\$ 246,345,748	98.8%
* Expenditures from these funds cannot exceed receipts.				

Illinois Community College Board			
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT			
Special State Funds			
July 1, 2019 - August 30, 2020 Lapse Period			
<u>SPECIAL STATE FUNDS*</u>	FY 2020	Year-to-Date	%
	Appropriation	Expenditures	Expended
CONTRACTS AND GRANTS FUND	\$ 10,000,000	\$ 331,490	3.3%
GRANTS			
Bridging the Gap		-	
NGA		23,287	
NGA - early care		326	
ILCCO		85,615	
Research Foundation of CUNY		-	
Advance CTE		36,021	
Apprenticeship Grant		183,482	
TOTAL		\$ 328,731	3.3%
ADMINISTRATION			
Bridging the Gap		-	
NGA		510	
NGA - early care		-	
ILCCO		1,558	
Research Foundation of CUNY		-	
Advance CTE		692	
TOTAL		\$ 2,759	0.0%
GED TESTING FUND	\$ 100,000	\$ 74,501	74.5%
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	\$ 115,770,000	\$ 106,307,481	91.8%
<i>* Expenditures from these funds cannot exceed receipts.</i>			

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Illinois Community College Board					
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT					
Federal Funds					
July 1, 2019 - August 30, 2020 Lapse Period					
FEDERAL FUNDS*					
	FY 2020		Year-to-Date	%	
	Appropriation	Carryover/Transfer	Expenditures	Expended	Available balance
FEDERAL ADULT EDUCATION FUND					
GRANTS TO PROVIDERS					
Federal Basic	\$ 16,189,952	\$ 3,145,640	\$ 12,532,622	77.4%	\$ 6,802,969
Federal Basic Leadership	2,258,480	518,040	1,853,339	82.1%	\$ 923,180
EL Civics Grants	2,705,481	1,806,276	1,495,023	55.3%	\$ 3,016,735
	\$ 21,153,913	\$ 5,469,956	\$ 15,880,984	75.1%	
ADMINISTRATION					
Federal Basic	\$ 981,209	\$ 117,860	\$ 801,516	81.7%	\$ 297,553
EL Civics	142,394	137,806	12,066	8.5%	\$ 268,134
Leadership	194,543	-	172,549	88.7%	\$ 21,994
	\$ 1,318,146	\$ 255,666	\$ 986,131	74.8%	
TOTAL	\$ 22,472,059	\$ 5,725,622	\$ 16,867,116	75.1%	
FEDERAL CAREER AND TECHNICAL EDUCATION FUND					
GRANTS					
Perkins Program Grants	\$ 14,371,919	\$ 1,318,746	\$ 11,608,808	80.8%	
Perkins Leadership	1,550,073	1,460,000	1,281,398	82.7%	
Perkins Corrections	254,929	98,091	-	0.0%	
Reserve	834,327	475,000	-	0.0%	
	\$ 17,011,248	\$ 3,351,836.70	\$ 12,890,206	75.8%	
ADMINISTRATION					
CTE Federal	\$ 894,485	\$ 203,122	\$ 341,983	38.2%	
TOTAL	\$ 17,905,733	\$ 3,554,959	\$ 13,232,189	73.9%	
ICCB FEDERAL TRUST FUND					
ADMINISTRATION					
	\$ 525,000	\$ -	\$ 94,732	18.0%	
TOTAL	\$ 525,000	\$ -	\$ 94,732	18.0%	
GRAND TOTAL, FEDERAL FUNDS					
	\$ 40,902,792	\$ 9,280,581	\$ 30,194,037	73.8%	
* Expenditures from these funds cannot exceed receipts.					

Illinois Community College Board

FISCAL YEAR 2021 FINANCIAL STATEMENTS

Illinois Community College Board				
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT				
July 1, 2020 - August 31, 2020				
		FY 2021	Year -to-Date	%
		Appropriation	Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 48,460,000	\$ 53,869	0.1%
ADULT EDUCATION		33,887,700	-	0.0%
GED TESTING PROGRAM		1,148,000	27,769	2.4%
CAREER & TECH EDUCATION		18,069,400	8,041,879	44.5%
OFFICE ADMINISTRATION		2,083,900	281,609	13.5%
	TOTAL	\$ 103,649,000	\$ 8,405,126	8.1%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 145,574,100	\$ 36,381,127	25.0%
	TOTAL	\$ 145,574,100	\$ 36,381,127	25.0%
<u>SPECIAL STATE FUNDS *</u>				
CONTRACTS AND GRANTS FUND		\$ 29,000,000	\$ -	0.0%
GED TESTING FUND		100,000	161	0.2%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	26,392,500	25.0%
	TOTAL	\$ 134,770,000	\$ 26,392,661	19.6%
<u>FEDERAL FUNDS*</u>				
FEDERAL ADULT EDUCATION FUND		\$ 22,149,204	\$ 76,790	0.3%
FEDERAL CAREER & TECH ED FUND		18,129,500	-	0.0%
ICCB FEDERAL TRUST FUND		525,000	7,868	1.5%
	TOTAL	\$ 40,803,704	\$ 84,659	0.2%
	GRAND TOTAL, ALL FUNDS	\$ 424,796,804	\$ 71,263,572	16.8%
* See detail on following pages				

Illinois Community College Board				
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT				
State General Funds				
July 1, 2020 - August 31, 2020				
	FY 2021	Year-to-Date	%	
	Appropriation	Expenditures	Expended	
<u>GENERAL REVENUE FUND</u>				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago	\$ 13,265,400	\$ -	0.0%	
P-20 Council Support	150,000	-	0.0%	
East St. Louis Educational Center	1,457,900	-	0.0%	
Illinois Veterans Grant	4,264,400	-	0.0%	
IL. Longitudinal Data System	560,300	53,869	9.6%	
Lincoln's Challenge Program	60,200	-	0.0%	
Performance Grants	359,000	-	0.0%	
Small College	548,400	-	0.0%	
Alternative Schools Student Re-enrollment	3,000,000	-	0.0%	
Transitional Math and English Development	1,000,000	-	0.0%	
Bridge and Transition	4,194,400	-	0.0%	
Workforce Equity Initiative	19,600,000	-	0.0%	
TOTAL	\$ 48,460,000	\$ 53,869	0.1%	
OFFICE ADMINISTRATION				
TOTAL	\$ 2,083,900	\$ 281,609	13.5%	
ADULT EDUCATION				
Adult Education Basic Grants	\$ 22,651,000		0.0%	
Adult Education Performance Grants	11,236,700		0.0%	
TOTAL	\$ 33,887,700	\$ -	0.00%	
GED TESTING PROGRAM				
TOTAL	\$ 1,148,000	\$ 27,769	2.4%	
CAREER & TECHNICAL EDUCATION				
CTE LPN RN	500,000		0.0%	8250
CTE Administration	575,000	57,298	10.0%	8100
CTE Formula	15,400,000	7,799,999	50.6%	8000
CTE Early School Leavers Grants	615,000	184,582	30.0%	8350
CTE Early School Leavers Administration	84,950		0.0%	8300
CTE Corrections	894,450		0.0%	8200
TOTAL	\$ 18,069,400	\$ 8,041,879	44.5%	
<u>EDUCATION ASSISTANCE FUND</u>				
GRANTS TO COLLEGES AND PROVIDERS				
Base Operating	\$ 74,370,200	\$ 18,592,550	25.0%	
Equalization	71,203,900	17,788,577	25.0%	
TOTAL	\$ 145,574,100	\$ 36,381,127	25.0%	
GRAND TOTAL	\$ 249,223,100	\$ 44,786,253	18.0%	

* Expenditures from these funds cannot exceed receipts.

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<u>SPECIAL STATE FUNDS*</u>			
	FY 2021	Year-to-Date	%
	Appropriation	Expenditures	Expended
CONTRACTS AND GRANTS FUND	\$ 29,000,000	\$ 0	0.0%
GRANTS			
Bridging the Gap			5350
NGA			3100
NGA - early care			
ILCCO			3000
Research Foundation of CUNY			6200
Advance CTE			6100
Governor's Emergency Education Relief (GEER)		-	
TOTAL		\$ 0	0.0%
ADMINISTRATION			
Bridging the Gap			5300
NGA			
NGA - early care			
ILCCO			
Research Foundation of CUNY			
Advance CTE			
TOTAL		\$ 0	0.0%
GED TESTING FUND	\$ 100,000	\$ 161	0.2%
ICCB RESEARCH & TECHNOLOGY FUND	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 26,392,500	25.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 134,770,000	\$ 26,392,661	19.6%
* Expenditures from these funds cannot exceed receipts.			

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Illinois Community College Board				
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT				
Federal Funds				
July 1, 2020 - August 31, 2020				
<u>FEDERAL FUNDS*</u>				
	FY 2021		Year-to-Date	%
	Appropriation	Carryover/Transfer **	Expenditures	Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,205,727		\$ -	0.0%
Federal Basic Leadership	2,332,643		-	0.0%
EL Civics Grants	2,362,704		-	0.0%
	\$ 20,901,074	\$ -	\$ -	0.0%
ADMINISTRATION				
Federal Basic	\$ 982,165		\$ 76,790	7.8%
EL Civics	143,194		-	0.0%
Leadership	122,771		-	0.0%
	\$ 1,248,130	\$ -	\$ 76,790	6.2%
TOTAL	\$ 22,149,204	\$ -	\$ 76,790	0.3%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 15,447,475		\$ -	0.0%
Perkins Leadership	1,409,880		-	0.0%
Perkins Corrections	363,470		-	0.0%
Reserve	-		-	#DIV/0!
	\$ 17,220,825	\$0.00	\$ -	0.0%
ADMINISTRATION				
CTE Federal	\$ 908,675		\$ -	0.0%
TOTAL	\$ 18,129,500	\$ -	\$ -	0.0%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION				
	\$ 525,000	\$ -	\$ 7,868	1.5%
TOTAL	\$ 525,000	\$ -	\$ 7,868	1.5%
GRAND TOTAL, FEDERAL FUNDS	\$ 40,803,704	\$ -	\$ 84,659	0.2%
* Expenditures from these funds cannot exceed receipts.				
** Carryover/Transfer amounts are in process of calculation based on FY20 expenditures and will be finalized next month.				

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**

Time Limits on Statewide and Regional Curricula

(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.

These proposed rule changes limit approval of Statewide and Regional Curricula to three years. Currently, these programs are approved to be offered indefinitely, even as conditions that warranted the program to be approved in such a format have changed. In light of the COVID-19 pandemic, the rules are also amended to specify that a pandemic classifies as an emergency as related exemption from academic calendar day requirements.

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

Section	
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

SUBPART C: PROGRAMS

Section	
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
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

Item #14.2a
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1501.311 Credit for Prior Learning

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

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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].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg.

18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. _____, effective _____.

SUBPART C: PROGRAMS

Section 1501.303 Program Requirements

- a) Comprehensive Program. The programs of a college shall be comprehensive and shall include: pre-baccalaureate, occupational, and general studies curricula, and public service programs.
- b) Degrees and Certificates. A college shall award associate degrees and certificates in accordance with units of instruction approved by ICCB. This authority is not extended to administrative units of the college.
- c) Honorary Degrees. Honorary degrees awarded by a board shall be limited to the associate degree.
- d) Review and Evaluation of Programs.
 - 1) A college shall have a systematic, collegewide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
 - 2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.
 - 3) The review of academic disciplines, student and academic support, cross-disciplinary instruction (remedial education, adult education and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.
 - 4) The five-year schedule of program review is determined through a combination of several factors, including but not limited to:
 - A) National trends that consider high need, high demand sectors;
 - B) Accreditation requirements in specific occupational areas;
 - C) Areas that the agency has determined are in specific need of review based upon industry trends;
 - D) Feedback from local community colleges;
 - E) Changes in federal priorities, including specific updates to CIP classifications;
 - F) Other factors as appropriate.

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- 5) ICCB may request the college to include special reviews of programs that have been identified as a result of State-level analyses, legislative resolutions, or Illinois Board of Higher Education policy studies by notifying the college of this request before January 1 of the year the special review is to be conducted.
 - 6) A college shall keep on file for ICCB recognition purposes a copy of the current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.
 - 7) A college shall submit to ICCB by September 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of the current five-year schedule of program reviews. If an institution cannot meet this deadline, a written request for an extension shall be submitted to ICCB for approval.
- e) Academic Calendar.
- 1) A college shall operate on an academic calendar that provides at least two academic terms consisting of at least 15 weeks (at least 75 days of instruction each), three academic terms consisting of at least 10 weeks (at least 50 days of instruction each) or a different combination of academic terms consisting of at least 30 weeks (at least 150 days of instruction).
 - 2) The days of instruction prescribed in subsection (e)(1) shall include all days when there is a full schedule of classes and support services, but will exclude holidays, Saturdays, Sundays, and days scheduled exclusively for registration, orientation, collegewide placement or assessment testing, faculty workshops, and final examinations.
 - 3) Colleges may include terms during the summer or any other time during the year, in addition to the ones identified in subsection (e)(1).
 - 4) Courses/classes may be scheduled between academic terms, spanning academic terms, for a shorter time frame than the academic term, or for a longer time frame than the academic term, if the schedule provides sufficient duration and contact hours to meet the requirements in Sections 1501.309(b) and 1501.507(b)(10).
 - 5) If an emergency such as a fire, flood, pandemic, or strike makes it necessary for the college to shorten one of its academic terms, the college may request that the Executive Director approve a shorter term. In such cases, the length of the term may be shortened, but only to the extent that enables all courses to meet the contact hours specified in Section 1501.309(b).
 - 6) Colleges must have a plan in place to address modifications to the academic terms in the event of an emergency. This plan must be approved by the Board of Trustees.
- f) Preparation of Professional Staff. Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of

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responsibility is expected, except in those areas in which the work experience and related training is the principal learning medium.

- g) Library. A college shall maintain a library or learning resource center with a collection of reference works and other learning resources to meet the specific needs of its curricula and students. This collection shall be kept up to date through a planned program of acquisition and deletion.
- h) Supplies and Equipment. Classrooms, laboratories, and shops shall be provided with equipment and supplies that are adequate for effective teaching and learning.
- i) General Education. Organized curricula leading to an associate degree shall include general education courses designed to contribute to the liberal education of each student.
- j) Apprenticeships. A college that participates in apprenticeships coordinated by the Office of Apprenticeship, U.S. Department of Labor and/or other programs related to business, industrial, or trade groups or organizations shall meet applicable federal, State, and local governmental rules, regulations, and guidelines.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.304 Statewide and Regional Planning

- a) Program planning is based on an assessment of program needs within districts, regions, and the State as a whole. Program approval shall be based, in part, on the labor market and economic needs of the district or regional consortium of colleges requesting authority to offer specific curricula.
- ~~b)~~ Approval of Statewide and Regional Curricula is limited to three years after which the program must be reapproved by the Board or it is automatically converted to district approval.
- ~~c)~~ Admission of Students to Regional Curricula. Regions, or regional consortia of colleges, may comprise a community college district and one or more adjacent districts; e.g., some or all surrounding districts or the regional university/community college consortium. A college that offers approved regional curricula shall admit qualified students from throughout the Region on the same priority basis as in-district students.
- ~~d)~~ Admission of Students to Statewide Curricula. A college that offers approved statewide curricula shall admit qualified students from throughout the State on the same priority basis as in-district students.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

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

Harold Washington College

- Architectural Digital Media Certificate (9 credit hours)

Harry S Truman College

- Technology Specialist Endorsement Certificate (27 credit hours)

Morton College

- Cannabis Dispensary Technician Certificate (12 credit hours)
- Paralegal Studies Certificate (24 credit hours)

Oakton Community College

- Medical Assistant Certificate (28 credit hours)
- Public Health Contact Tracer Professional Certificate (13 credit hours)

South Suburban College

- Cannabis Dispensary Operations Certificate (18 credit hours)

Triton College

- CVT Certificate (20 credit hours)

Wm. Rainey Harper College

- ESL Endorsement Certificate (18 credit hours)

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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 and Minutes of Closed Sessions** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

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Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019 are to remain confidential. All other Executive Session Minutes are available for public inspection.