

Agenda  
444<sup>th</sup> Meeting of the  
Illinois Community College Board

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March 26, 2021

| <u>9:00 a.m.</u>  | <u>Page</u> |
|---|-------------|
| 1. Roll Call and Declaration of Quorum  | —           |
| 2. Announcements and Remarks by Dr. Lazaro Lopez, Board Chair   | —           |
| 3. Board Member Comments  | —           |
| 3.1 Illinois Board of Higher Education Report <i>Dr. Teresa Garate</i>  | —           |
| 4. Executive Director Report <i>Dr. Brian Durham</i>  | —           |
| 5. Advisory Organizations   |             |
| 5.1 Student Advisory Council <i>Mr. Enrique Velasquez</i>   | —           |
| 5.2 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>                                       | —           |
| 5.3 Adult Education and Family Literacy <i>Ms. Ginger Harner</i>  | —           |
| 5.4 Illinois Community College Faculty Association <i>Ms. Julia DiLiberti</i>                                 | —           |
| 5.5 Illinois Council of Community College Presidents <i>Dr. Sylvia Jenkins</i>                                | —           |
| 6. Committee Reports  |             |
| 6.1 Academic, Workforce, and Student Support <i>Ms. Paige Ponder</i>  | 1           |
| 6.1a High School Equivalency Constitution Test Revision ( <i>ACTION</i> )<br><i>Ms. Jennifer Foster</i>       | 2           |
| 6.2 Finance, Budgeting, Accountability, and External Affairs <i>Mr. Terry Bruce</i>                           | 3           |
| 6.2a Illinois Community College Marketing Collaborative Statewide Marketing<br>Campaign <i>Mr. Matt Berry</i> | 4-16        |
| 7. Rural Community Colleges and High Schools Panel Presentation <i>Dr. Brian Durham</i>                       | 17          |
| 7.1 David M. Ardrey, Executive Director, Association of Illinois Rural and Small Schools                      |             |
| 7.2 Dr. Ken Trzaska, President of Lewis and Clark Community College   |             |
| 7.3 Dr. Jonah Rice, President of Southeastern Illinois College  |             |
| 8. New Units of Instruction ( <i>ACTION</i> ) <i>Dr. Marcus Brown</i>   |             |
| 8.1 Black Hawk College and Frontier Community College   | 18-24       |

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| <u><b>9:00 a.m.</b></u>  | <u><b>Page</b></u> |
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| 9. Illinois Community College Board Recognition of Community Colleges ( <i>ACTION</i> )<br><i>Dr. Marcus Brown</i>   |                    |
| 9.1 Oakton Community College   | 25-49              |
| 10. Adoption of Minutes ( <i>ACTION</i> )  |                    |
| 10.1 Minutes of the January 15, 2021 Board Meeting   | 50-63              |
| 11. Consent Agenda ( <i>ACTION</i> )   |                    |
| 11.1 Adoption of Resolution for Participation in the State Universities Retirement System Deferred Compensation Plan | 64-71              |
| 11.2 Approval of Community College Trustee Training Provider   | 72-74              |
| 11.3 Cooperative Education Agreement between Sauk Valley Community College and Midwest Safe Driver Corporation       | 75                 |
| 12. Information Items  |                    |
| 12.1 Fiscal Year 2021 Financial Statements   | 76-79              |
| 12.2 Spring 2021 Legislative Session Summary   | 80                 |
| 12.3 Fiscal Year 2020 Adult Education Report to the Governor and General Assembly                                    | 81                 |
| 12.4 2020 ICCB Annual Enrollment and Completion Report   | 82-160             |
| 12.5 Basic Certificate Program Approval approved on behalf of the Board by the Executive Director                    | 161                |
| 13. Other Business   | —                  |
| 14. Public Comment   | —                  |
| 15. Executive Session  |                    |
| 15.1 Employment/Appointment Matters  | —                  |
| 15.2 Review of Executive Session Minutes   | —                  |
| 16. Approval of Confidentiality of Executive Session Minutes ( <i>ACTION</i> )                                       | 162                |
| 17. Adjournment  | —                  |

Agenda Item #6.1  
March 26, 2021

Illinois Community College Board

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

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

- Adult Education Update on Enrollment and Strategies
- OER Survey Update
- Overview of the New Units of Instruction Process
- High School Equivalency/Constitution Revision
- New Units of Instruction
- Other

Illinois Community College Board

**HIGH SCHOOL EQUIVALENCY CONSTITUTION TEST REVISION**

The Illinois Community College Board (ICCB) requires that all individuals who pass one of the two approved High School Equivalency (HSE) tests take and pass the United States (US), Illinois Constitution test and the Flag tests. Upon the passage of all requirements, an Illinois High School Equivalency Certificate is issued.

At the request of the Academic, Workforce and Student Services (AWS) Committee, the ICCB staff researched requirements in other states as well as examined HSE tests to determine Constitution requirements and content. The research found that four other states have a civics requirement and most of these either were placed on hold or have been suspended indefinitely due to COVID-19. None of these states have a state constitution specific requirement. After examination of the HSE tests it was determined that a significant portion of the U.S. Constitution is included as part of the HSE test. As HSE tests are national tests, the Illinois Constitution is not included.

Based on the research, the ICCB staff in consultation with the AWS Committee is recommending a revision of the current Illinois HSE requirements. By doing this, it would reduce the duplication of content for test-takers and would speed the time of completion in order to enter into postsecondary education and/or into employment.

This change will require two Actions.

**RECOMMENDED ACTIONS**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby directs the staff to modify the requirements of the Illinois High School Equivalency Test by removing the Illinois Constitution test and the Flag test requirement. This revision is effective January 1, 2022.

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby directs the staff to modify the requirements of the Illinois High School Equivalency Test by developing and adding an online module of the Illinois State Constitution to satisfy High School Equivalency completion requirements. This revision is effective January 1, 2022.

Agenda Item #6.2  
March 26, 2021

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
- Governor's FY 22 Budget Recommendations
- Public Relations and Marketing Update
- Legislative Update
- Update on Economic Impact Study
- 2020 ICCB Annual Enrollment and Completion Report
- Consent Agenda
  - State Universities Retirement System Deferred Compensation Resolution
  - Approval of Trustee Training Provider

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE MARKETING COLLABORATIVE  
STATEWIDE MARKETING CAMPAIGN**

In late 2019, the Illinois Council of Community College Presidents established the Illinois Community College Marketing Collaborative to create and manage a comprehensive, statewide community college branding initiative. The Collaborative is supported by an annual dues structure and membership is open to all of the community colleges across the state:

Towards the development of this effort, the focus is to:

- Identify the core statewide community college brand to maximize awareness and understanding of community colleges among key/target constituencies throughout the state.
- Coordinate a statewide branding initiative among the state's community colleges.
- Design appropriate messaging and cost-effective public relations strategies to support the statewide community college branding process.

Ensure strategies and channels reach all communities in Illinois.

- Integrate creative digital and social media content and campaigns, and consider additional communication tools.

A presentation will be given during the Board meeting on the Collaborative's statewide branding campaign.



## Illinois Community College Marketing Collaborative (ICCMC)

Statewide Branding Initiative Update  
March 2021

# Illinois Community College Marketing Collaborative (ICCMC) Statewide Branding Initiative – Focus

Create and manage a comprehensive, statewide community college branding initiative that includes:

- A clear, identifiable brand identity and its benefits to key stakeholders
- Key message and positioning statements that have statewide relevance
- Visual identity elements that span across all markets
- A cost-effective public relations and marketing strategy for use and reach across all communities in Illinois
- Integration with visual creative, as well as social media and other digital platforms





## Statewide Branding Initiative Overarching Goal

To maximize awareness and understanding of community colleges among key/target constituencies throughout the state, with the ultimate goal of driving enrollment and enhancing reputation.

# Statewide Branding Initiative

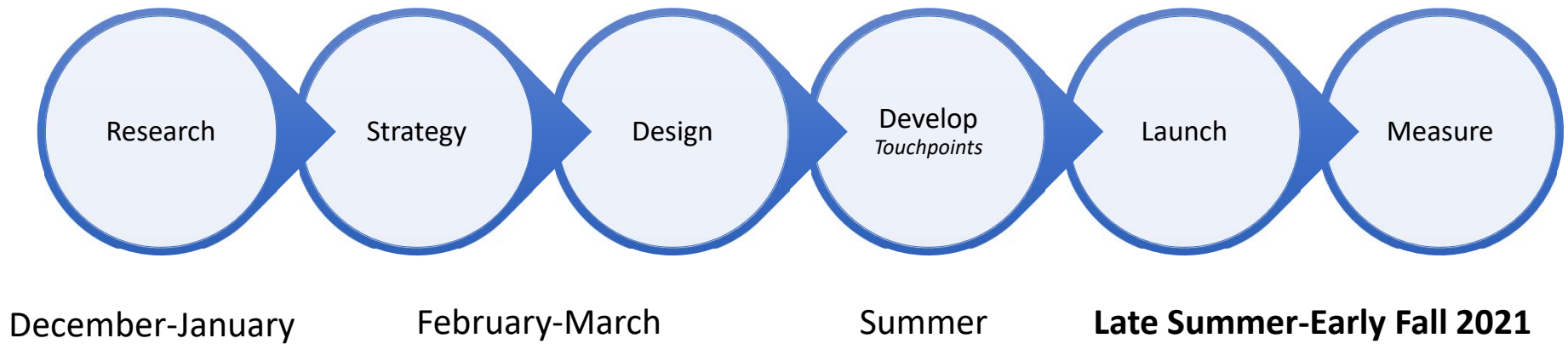
## Target Audiences

- Primary:
  - Prospective Students
  - Prospective Student Influencers: parents, spouses, clergy, current employers, etc.
- Secondary:
  - Students
  - Alumni
  - Faculty
  - Staff
  - Local businesses
  - Community members
  - Legislators

## Brand Consultant Selection Timeline

- September 17, 2020 – Issued RFP that included four critical phases of development
  - Phase 1: Comprehensive Brand Study
  - Phase 2: Strategy Development, Visual Identity, and Messaging
  - Phase 3: Brand Implementation Plan
  - Phase 4: Campaign Elements and Execution with Key Metrics
- October 2 – Deadline for submission; four proposals received
- October 16 and 20 – Interviews conducted of candidates
- October 20 – Final candidate recommendation
- Lipman Hearne (Chicago) selected

# Brand Strategy Framework and Timeline



# Phase 1

## Research – Comprehensive Brand Study

- Discussion Groups with Key Stakeholder Representatives (January)

- Leadership**

- 20 participants (presidents, trustee)

- Faculty**

- 21 participants

- Alumni**

- 10 participants

- Current Students**


- 8 participants

- Online Survey Deployed to Larger Audience

# Phase 1

## Research – Comprehensive Brand Study Results

- Overall Themes That Emerged – “Big Ideas”
  - Readiness—for every stage of adult life
  - Resiliency
  - Innovation
  - Openness
  - Ambitious on behalf of each community
- Brand Must Work to Reverse These Misperceptions
  - Remedial and/or “last chance” education
  - Not a “real” college experience (“just” community college)
  - Inexpensiveness can connote “basic,” under-resourced, or only for certain audiences
  - Unstructured to a fault, with problematic completion rates
  - 4-year college degrees are superior to AA degrees, technical training, etc.



## Phase 2 – In Progress

### Strategy Development, Messaging, Visual Identity

- Refining Key Concepts (February)
  - We define success student by student and community by community.
  - Affordable paths to successful futures.
  - We build local leaders.
  - Our institutional flexibility and nimbleness ensure broad access and build community-wide resilience.
  - We're local conveners and catalysts—dedicated and accountable to our communities.
  - We feel like home and open up the world.

## Phase 2 – In Progress

### Strategy Development, Messaging, Visual Identity

- Approach to Messaging and Identity
  - This Is a “Movement” – A powerful way of simultaneously conveying the collective importance of Illinois community colleges and each of the colleges’ commitment to the success of their individual students.
  - Tone – Pride, belonging, reach, relevance, innovation, quality (without saying “quality”).
  - Usage – Identity will need to work in tandem with 30+ different institutional logos/identities.



## Next Steps

- Complete Phase 2
  - Finalize positioning and message statements (mid-March)
  - Develop visual identity that aligns with messaging
  - Share final few concepts with full ICCMC and ICCP for final input
- Begin work on brand components and touchpoints for rollout

# ICCMC Executive Committee

## Regional Reps

### Chairperson

Dr. Kayte Hamel, Kishwaukee College (NW)

### Secretary

Christina Haggerty, McHenry County College (NC)

Tim Bill, Heartland Community College (EC)

Derrell Carter, Triton College (NE)

Brittany Grimes, Carl Sandburg College (WC)

Dr. Steve O'Keefe, John A. Logan College (S)

## ICCCP

Dr. Laurie Borowicz, President-Kishwaukee College

Dr. Josh Bullock, President-Lake Land College

Steve Brown, ICCCP Consultant

## ICCB

Matt Berry, Chief of Staff

## ICCTA

Jim Reed, Executive Director

Kim Villanueva, Director of Communications

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### **RURAL COMMUNITY COLLEGES AND HIGH SCHOOLS PANEL PRESENTATION**

High schools and community colleges in rural areas face particular challenges that are unique to their setting. These natural partners have also found innovative and collaborative ways to overcome these challenges. During this panel presentation, ICCB Board members will hear from three individuals with significant knowledge and experience working on high school to college partnerships in rural areas. Dr. David Adrey, Executive Director of the Association of Illinois Rural and Small Schools, will be joined by Dr. Jonah Rice, President of Southeastern Illinois College and Dr. Ken Trzaska, President of Lewis and Clark Community College. Dr. Adrey will discuss some of the partnerships he has witnessed across the state and share information about the Association he leads. Drs. Rice and Trzaska will discuss strategies and opportunities for meeting the needs of rural students in their own districts. Time for questions from Board members will be provided.

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Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Black Hawk College

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

Frontier Community College

- Certified Medical Assistant A.A.S. degree (71 credit hours)
- Medical Assistant Certificate (39 credit hours)
- Electrical Distribution Systems A.A.S. degree (65 credit hours)

**BACKGROUND**

**Black Hawk College**  
**Cybersecurity A.A.S. degree (60 credit hours)**

**Program Purpose:** The program will prepare individuals for entry-level employment in cybersecurity, assessing the security needs of computer and network system, making recommendations for system safeguarding solutions, and managing the implementation, auditing and maintenance of security devices, systems and procedures for all levels of business/industry.

**Catalog Description:** Cybersecurity is a vital component of “best practices” for businesses, industry, and government, and the demand for trained professionals in the field will continue to grow. The Cybersecurity program at Black Hawk College is designed to prepare individuals with the knowledge and skills for a successful career in this important and dynamic arena. Cybersecurity professionals are tasked with protecting information confidentiality, integrity, and availability by configuring and maintaining network routers, firewalls and intrusion-detection systems, detecting and minimizing security vulnerabilities, maintaining secure remote communication and implementing corporate security policy. Students in the program will gain hands-on experience in these skills, as well as broad background training that includes computer hardware, networking, operating systems, and programming and scripting courses. Course content is shaped by an Advisory board made up of local IT and business professionals, who regularly review the curriculum and offer input, to ensure the program maintains relevance with industry trends. Students who complete the Cybersecurity AAS degree will have served an internship to enhance classroom training with real-world experience. They will also have the opportunity to earn several industry certifications, including CompTIA A+, Network+ and Security+ and Cisco CCNA. Interested students are encouraged to contact an advisor or faculty member for more information.

**Curricular Information:** The degree program requires 15 credit hours of general education coursework and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory information security, computer hardware, Windows server, C Programming, scripting for system administrators, Linux I, Cisco 1 and 2, shell programming, network defense, ethical hacking and security, IT professional skills, and a required internship in network security. The curriculum was development according to National Security Administration (NSA) Center for Academic Excellence standards and will prepare individuals for achieving such industry certification as a CISCO Certified Network Administrator (CCNA), CompTIA A+ hardware, CompTIA Security+, CompTIA Network+, and CompTIA Linux+. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience by program faculty and work-site supervisor, in addition to comprehensive assessment of skills.

**Justification for Credit hours required for the degree:** NA.

**Accrediting Information:** NA.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment in court reporting occupations are expected increase regionally by 17.3% through 2025, and between 4.6-10.5% statewide through 2026.

*Table 1: Employer Partners*

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| <b>Employers</b>          | <b>Location</b> |
|---------------------------|-----------------|
| Martin Engineering        | Neponset, IL    |
| Sedona Group              | Moline, IL      |
| CIPAFilter                | East Moline, IL |
| Modern Woodmen of America | Rock Island, IL |
| Shared IT                 | Bettendorf, IA  |
| RSM                       | Davenport, IA   |

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*Table 2: Projected Enrollments*

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

**Financial / Budgetary Information:** Two (2) existing full-time, one (1) new part-time, and four (4) existing part-time faculty will be required to implement the program. Qualified teaching faculty will hold at least a Bachelor’s degree in Computer Technology or a closely related area, currently industry certifications in CompTIA Network+, Security+, and Linux+; as well as in related CISCO and Microsoft areas, have at least two years occupational experience in the field, and one year of teaching experience preferred. The program will utilize all existing facilities during the first three years of operation with some purchases of new equipment and upgrades planned during year three. The program will be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

|                                   | First Year      | Second Year     | Third Year      |
|-----------------------------------|-----------------|-----------------|-----------------|
| Faculty Costs                     | \$14,112        | \$14,400        | \$74,700        |
| Administrator Costs               | -               | -               | -               |
| Other Personnel Costs             | -               | -               | -               |
| Equipment Costs                   | -               | -               | \$15,000        |
| Library/LRC Costs                 | -               | -               | -               |
| Facility Costs*                   | -               | -               | -               |
| Other (software maint agreements) | \$3,000         | \$3,500         | \$4,000         |
| <b>TOTAL NEW COSTS</b>            | <b>\$17,112</b> | <b>\$17,900</b> | <b>\$93,000</b> |

*Table 4: Faculty Requirements*

|                  | First Year |           | Second Year |           | Third Year |           |
|------------------|------------|-----------|-------------|-----------|------------|-----------|
|                  | Full-Time  | Part-time | Full-Time   | Part-time | Full-Time  | Part-time |
| New Faculty      | 0          | 1         | 0           | 1         | 1          | 2         |
| Existing Faculty | 2          | 4         | 2           | 5         | 2          | 6         |

**Frontier Community College**  
**Certified Medical Assistant A.A.S. degree (71 credit hours)**  
**Medical Assistant Certificate (39 credit hours)**

**Program Purpose:** These programs will prepare individuals for entry-level employment as medical assistants in a variety of allied healthcare settings.

**Catalog Description: Certified Medical Assistant A.A.S. degree** – This program prepares students to perform clerical duties and to assist in clinical situations normally associated with medical offices, clinics, dental offices, hospitals, and other health-related settings. Responsibilities may include scheduling appointments, preparing and maintaining permanent records, arranging hospital admissions, typing reports, processing health insurance forms, ordering supplies, keeping financial records, preparing patients for examinations, taking vital signs, assisting with first aid, and collecting and processing specimens, among others. The program provides depth and breadth in conceptual, professional, and medical skills. Upon completion of the degree, students may take the CCMA/CMAA exam through the National Healthcareer Association to become a Certified Medical Assistant. Students are also eligible to sit for the Certified Phlebotomy Technician and Certified EKG Technician tests. The program offers both certificate and degree options.

**Catalog Description: Medical Assistant Certificate** –This program is a stackable credential within the Certified Medical Assistant (CMA) degree program. Students successfully completing the CMA certificate may finish the A.A.S. degree by completing additional coursework.

**Curricular Information:** The curriculum consists of 16 credit hours of general education coursework and 55 credit hours of career and technical education coursework. The career and technical component includes instruction in medical front office, medical terminology, clinical procedures, anatomy for medical assisting, pharmacology for medical assisting, human pathophysiology, introductory ICD-10-CM, ICD-10-CM for Medical Office, ICD-10-CM for Health Agencies, medical data management, medical funding applications, applied legal/medical concepts, HIPAA for allied health, ethics in the medical community, and a required work-based learning experience in medical assisting. Students will also be given practice credentialing exams for assessment purposes. Graduates of the program will be prepared for optional, but preferred, industry credentialing as a Certified Medical Assistant (CMA) and the Certified Clinical Medical Assistant (CCMA) through the National Healthcareer Association. The Certificate curriculum requires a 39 credit hour sub-set of coursework required in the proposed degree. This includes nine (9) credit hours of general education coursework and 30 credit hours of career and technical education coursework. Assessment of student learning for both programs will be achieved through evaluation of the student’s performance during the work-based learning component by program faculty and work place supervisor.

**Accrediting Information:** The curriculum was developed according to industry standards under the guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assistant Education Review Board (MAERB), and competencies set forth by the National Healthcareer Association for medical assistants. Accreditation is optional but allows graduates of the program to sit for the CMA/CCMA credentialing exams.

**Justification for Credit hours required:** The curricula were both designed to meet the competencies required to sit for the CMA/CCMA credentialing exams. General education requirements and the required internship were developed according to competencies and local employer/program advisory committee input.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a program in this field of study. According to the Illinois Department of Employment Security (IDES), growth of 13.4% for “medical assistants” is expected statewide through the year 2026. Lincoln Trail College, another Illinois Eastern Community College, currently offers the same Certified Medical Assistant A.A.S. degree and Medical Assistant Certificate. The proposed programs at Frontier Community College will offer students of the District who are not geographically close to Lincoln Trail College with additional options in allied health career programs.

*Table 1: Employer Partners*

| <b>Employer</b>                   | <b>Location</b> |
|-----------------------------------|-----------------|
| Fairfield Memorial Hospital       | Fairfield, IL   |
| Hamilton Memorial Hospital        | McLeansboro, IL |
| Wabash General Hospital           | Mt. Carmel, IL  |
| Clay County Hospital              | Flora, IL       |
| Aperion Care                      | Fairfield, IL   |
| Fairfield Community Health Center | Fairfield, IL   |
| Horizon Healthcare                | Fairfield, IL   |
| Good Samaritan Hospital           | Mt. Vernon, IL  |
| Albion Community Health Center    | Albion, IL      |

*Table 2: Projected Enrollments*

| <b>Certified Medical Assistant AAS</b> | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|--|-------------------|--------------------|-------------------|
| Full-Time Enrollments:                 | 7                 | 10                 | 14                |
| Part-Time Enrollments:                 | 3                 | 5                  | 6                 |
| Completions:                           | -                 | 8                  | 12                |

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| <b>Medical Assistant Certificate</b> | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|--------------------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments:               | 4                 | 5                  | 7                 |
| Part-Time Enrollments:               | 2                 | 3                  | 4                 |
| Completions:                         | 5                 | 6                  | 8                 |

**Financial / Budgetary Information:** The program will require one (1) existing full-time faculty the first year with one (1) additional new part-time faculty in the second year. Qualified faculty will hold at least an Associate’s degree in Medical Assisting or Nursing, a current CMAA credential (or RN license), five years related work experience, and one year teaching experience preferred. All facilities are adequately in place to support the program. These programs will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

|                                 | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|---------------------------------|-------------------|--------------------|-------------------|
| Faculty Costs                   | \$0               | \$0                | \$0               |
| Administrator Costs             | 0                 | 0                  | 0                 |
| Other Personnel costs (adjunct) | 0                 | \$5,000            | \$5,000           |
| Equipment Costs                 | 0                 | 0                  | 0                 |
| Library/LRC Costs               | 0                 | 0                  | 0                 |
| Facility Costs*                 | 0                 | 0                  | 0                 |
| Other                           | 0                 | 0                  | 0                 |
| <b>TOTAL NEW COSTS</b>          | <b>\$0</b>        | <b>\$5,000</b>     | <b>\$5,000</b>    |

*Table 4: Faculty Requirements*

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

**Frontier Community College**  
**Electrical Distribution Systems A.A.S. degree (65 credit hours)**

**Program Purpose:** This program will prepare individuals for employment as electrical distribution technicians for both above and below ground systems.

**Catalog Description:** The Electrical Distribution Systems Degree Program prepares individuals to build, repair, and maintain both overhead and underground electrical distribution systems, all while emphasizing safe work practices and critical thinking. Students will learn to climb wooden pole structures, operate equipment, and perform pole-top rescues. Program completers will also graduate with a Class A CDL and Chemical Application and Flagger Certifications. The program offers both Certificate and Degree options.

**Curricular Information:** The curriculum consists of 17 credit hours of general education coursework and 48 credit hours of career and technical education coursework. The career and technical component includes instruction in electrical distribution systems, residential and commercial wiring, climbing skills, pole framing and construction specifications, setting and replacing poles, equipment operation, flagging and traffic control, transformer theory and installation, conductor installation, service and metering, rubber glove and underground distribution, fusing, substation and voltage regulation, distribution systems maintenance, ag chemical application, truck driver training, and a required work-based learning experience in electrical distribution technology. Assessment of student learning will be achieved through evaluation of



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the student’s performance during the work-based learning component by program faculty and work place supervisor.

**Accrediting Information:** NA.

**Justification for Credit hours required:** The curricula was designed based on the requirements to complete the existing Electrical Distribution System Certificate plus additional content and skills the advisory committee felt critical to function as an electrical line technician. General education requirements and the required internship were developed according to local employer/program advisory committee input.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), growth of 11% for “electrical line installers/repairers” is expected statewide through the year 2026. Frontier Community College also currently offers an Electrical Distribution Systems Certificate. The proposed degree program will offer students and graduates of the Certificate with an educational ladder opportunity.

*Table 1: Employer Partners*

| <b>Employer</b>                                    | <b>Location</b> |
|--|-----------------|
| City of Fairfield Electric Distribution Department | Fairfield, IL   |
| Wayne White Electric Cooperative                   | Fairfield, IL   |
| Mt. Carmel Public Utility                          | Mt. Carmel, IL  |
| Tri-County Electric Cooperative                    | Salem, IL       |
| Ameren   | Mt. Vernon, IL  |
| Brownstown Electric Supply                         | Brownstown, IN  |
| Norris Electric Cooperative                        | Newton, IL      |
| KS Smith Electric Inc.                             | Mt. Carmel, IL  |
| Fairfield Community High School                    | Fairfield, IL   |
| Vectren  | Evansville, IN  |

*Table 2: Projected Enrollments*

| <b>Electrical Distribution Systems AAS</b> | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|--|-------------------|--------------------|-------------------|
| Full-Time Enrollments:                     | 18                | 20                 | 22                |
| Part-Time Enrollments:                     | 5                 | 6                  | 6                 |
| Completions:                               | -                 | 17                 | 20                |

**Financial / Budgetary Information:** The program will require one (1) existing full-time faculty the first year with one (1) additional new part-time faculty in the second year. Qualified faculty will hold at least an Associate’s degree in Electrical Distribution Systems or closely related field, have at least 6 years related work experience, and one year teaching experience preferred. All facilities are adequately in place to support the program. These programs will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

|                       | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|-----------------------|-------------------|--------------------|-------------------|
| Faculty Costs         | \$0               | \$3,500            | \$3,500           |
| Administrator Costs   | 0                 | 0                  | 0                 |
| Other Personnel costs | 0                 | 0                  | 0                 |
| Equipment Costs       | 0                 | 0                  | 0                 |
| Library/LRC Costs     | 0                 | 0                  | 0                 |
| Facility Costs*       | 0                 | 0                  | 0                 |
| Other                 | 0                 | 0                  | 0                 |

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|                        |            |                |                |
|------------------------|------------|----------------|----------------|
| <b>TOTAL NEW COSTS</b> | <b>\$0</b> | <b>\$3,500</b> | <b>\$3,500</b> |
|------------------------|------------|----------------|----------------|

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*Table 4: Faculty Requirements*

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

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Item #9.1  
March 26, 2021

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 for Oakton Community College 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, Oakton 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 colleges 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 district:

Oakton Community College, District 535

## **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.



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## **RECOGNITION REPORT**

# **OAKTON COMMUNITY COLLEGE**

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*March 2021*

Illinois Community College Board  
RECOGNITION REPORT  
FOR  
OAKTON COMMUNITY COLLEGE  
March 2021

## INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Oakton Community College, District 535. 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 Oakton 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 Oakton 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

Oakton Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art and Music, the Associate in Engineering Science (A.E.S.), 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 13's or documentation from Transferology indicating a current articulation match.

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

**Compliance Recommendations:** None.

#### 3. Academic Control

The institution maintains academic control of units of instruction and has procedures for curriculum development and review, program review, and instructor hiring and evaluation. The Curriculum Navigator and the Assistant Vice President of Academic Affairs/Dean of Curriculum and Instruction manage and evaluate the curriculum development and revision process. Faculty, staff and administrators collaborate to revise and update curriculum. Admissions, placement, and graduation requirements are documented in the catalog.

**Compliance Recommendation:** None.

#### 4. Curriculum

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

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 Oakton 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 Oakton 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 23 instructors taught transfer (1.1) dual credit courses. Of these instructors, one did not hold the appropriate credential to teach the transfer course. It was reported that 29 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 25 held the appropriate credentials but the number of hours of relevant work experience (e.g., 2,000) to teach career and technical education courses were not documented.

### **Students.**

After a review of the college self-study report and the additional audit materials requested by the ICCB, all students met the prerequisite requirements for the courses.

### **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), Oakton 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. Specifically, for transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. 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: The College will work with seven of the eight identified long-time, dual credit faculty members to ask that they update their qualifications records with evidence of the required credentials. One of the eight people identified has retired since the report was submitted. It is anticipated that those who have not attained the appropriate credentials by the end of AY '22 will discuss developing an educational plan that allows them attain those credentials per the Dual Credit Quality Act recommendations.*

## **6. Assessment Plans**

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The institution utilizes a variety of methodologies to assess student learning including: monitoring of passage rates in course, licensure, and certification exams; tracking of progression through sequence courses; monitoring program completion, placement, and transfer rates; and more. The Assistant Vice President of Academic Affairs/Dean of Curriculum and Instruction and the Co-chair of the Program of Assessment and Learning collect and review a variety of information to assess new

programs. The institution publishes their process for assessment and the results for general education and program learning outcomes in their catalog and website.

**Compliance Recommendation:** None.

## 7. Student Evaluation

Oakton 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, and change of grades.

**Compliance Recommendation:** None.

## 8. Faculty Qualifications/Policies.

Oakton Community College 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 for 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 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), Oakton 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:*

*Oakton provided evidence that the college is in compliance Administrative Rule 23 Ill. Adm. Code 1501.303(f), but the response was somewhat fragmented. During the Recognition Report process, we identified areas of improvement for the college's process for the recordkeeping of faculty credentials. Oakton will immediately work with its academic division offices and human resources area to develop a more consistent method for maintaining faculty credentials.*

## **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, college catalog, and the college website. Oakton 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, college catalog, and on the website. The college conducted a thorough self-assessment. Their evaluation included what programs students from Oakton Community College's district are taking at other colleges, and vice-a-versa. The college also specifically stated that since its participation in the CAREER Agreement, it has discontinued the use of chargebacks. The college does not participate in any other cooperative agreements.

**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/or applicable policy handbook, student handbook, and the college's self-assessment. Oakton Community College's academic calendar includes at least two 16 week semesters, 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 Oakton Community College's program review process and submissions over the last five years, 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. The college includes student and academic support services and administrative functions in their program review cycle. The college utilizes sufficient supporting data but has indicated that it intends to utilize disaggregated data more thoroughly in processes in future program review evaluation. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

**Recommendation:** None.

## 2. STUDENT SERVICES/ACADEMIC SUPPORT

### Part A: Advising/Counseling.

Oakton Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and all students' continued success as they progress through their program. Academic advisors design and deliver general and developmental advising and transition experiences for students at the college. In partnership with students, academic advisors develop progressive educational plans that result in long-term and short-term goal attainment. Office hours are Monday–Thursday, 8:30 a.m.–6:00 p.m. and Fridays, 8:30 a.m.–5:00 p.m. Both departments have extended hours during peak registration periods, including weekend hours for students to meet with academic advisors. Additionally, students can set-up appointments with advisors and career counselors via an online appointment scheduling software called GradesFirst.

**Compliance Recommendation:** None.

### Part B: Financial Aid.

The 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 rate.

**Compliance Recommendation:** None.

### Part C: Placement.

The Career and Transfer Center's primary focus is to include connecting new students to major and career exploration programs; providing intentional major and transfer advising and support; offering career and professional development through student employment; building connections and communities with local businesses and workforce opportunities;

and continuing to enhance and explore innovative career counseling and job search coaching opportunities.

**Compliance Recommendation:** None.

**Part D: Support Services.**

Oakton 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, the student help desk, and an assigned coordinator of Veterans and Military Personnel Student Services. The coordinator is the Manager of Transitions and Persistence. In addition to the coordinator, an academic advisor, two student financial assistance advisors (veteran certifying officials), a student recruitment and outreach specialist, and a faculty member are dedicated to veterans as part of a Veterans Task Force.

Additionally, the Access and Disability Resource Center houses a large supply of assistive technology which can be used on campus or loaned to students for home use. Screen reading software, digital recorders, FM systems, iPads, laptops, speech-to-text software, and Braille notes are available to help students access curricular materials and aid in individual study time.

**Compliance Recommendation:** None.

**3. FINANCE/FACILITIES**

**1. Credit Hour Claim Verification.**

ICCB staff conducted a desk review in summer of 2020. 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. All instructors for SU courses were funded with more than 50 percent unrestricted funds.

**Compliance Recommendation:** None.

### **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 2015 through 2019 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

**Compliance Recommendation:** None.

## **3. Financial Planning.**

Long-range Financial Plans: When Oakton Community College updates its rolling three-year financial plan and forecast in the months preceding the start of the annual budget process, an environmental scan provided by the Office of Research is used to provide input on factors that impact the college's financial condition, including demographic variables that influence enrollment, as well as housing cost trends.

Individual analyses are then completed to project revenue and expenditure trends. For example, a comprehensive tuition revenue model is used to project tuition and fee receipts. Separate analyses that focus on costs related to health benefits, overtime, and faculty course load are also incorporated into the annual financial plan. Spending trends for salaries are evaluated, which considers such factors as position turnover, contractual salary adjustments, and the vacancy rate.

Other large expenditures, including the college's annual investment in information technology and the annual projects to be funded in the capital plan—as outlined in the five-year master plan—are incorporated into the annual financial plan and three-year forecast.

Finally, three-year estimates of projected expenditures and revenues for each fund are evaluated to determine how much the college can spend over the three-year period. The college's policy for its operating funds (education and operations and maintenance) is to maintain unrestricted net assets in an amount greater than or equal to 33 percent of annual budgeted operating fund expenditures.

**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 2019) 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 Oakton 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 2019-2020 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.

Oakton Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Oakton Community College officials have met ICCB deadlines for some submissions. Overall, Oakton 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 2018 submission contained one critical error. This data was verified by college officials as valid and accurate. Oakton Community College's A1 submission met the reporting deadline in none of the past five fiscal years; the fiscal year 2020 submission was finalized six weeks late, the fiscal year 2019 and fiscal year 2016 submissions were two weeks late, and the fiscal year 2018 and fiscal year 2017 submissions were finalized four weeks past the reporting deadline. The submissions took between four and eight 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 was about 30 percent across the five years reviewed. The proportion of records with unknown Current Intent was about 25 percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned was about 20 percent across the five years reviewed. The proportion of records with unknown High School Rank was about 85 percent 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 two of the five fiscal years reviewed; the fiscal year 2020 submission was finalized eight days late, the fiscal year 2019 submission was two days late, and the fiscal year 2018 submission was finalized four days past the reporting deadline.



The **Annual Completions (A2)** data submission began in fiscal year 2013. Oakton Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2019 submission was finalized two days late, and the fiscal year 2017 submission was finalized 12 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five, and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity has been good with less than six percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

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

The **Annual Course (AC)** data submission began in fiscal year 2011. Oakton Community College met the reporting deadline in one of the five years reviewed; the submissions were finalized between six days and three and a half weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven, and final AC submissions did not contain any critical errors in five of the five years reviewed. 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 four of the past five years; the fiscal year 2019 submission was finalized one day late. The number of submissions needed to finalize the data ranged from three to five, and there were no critical errors in the final submissions in each of the five years reviewed. Oakton Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2019 submission was finalized one day late, and the fiscal year 2017 submission was finalized three days past the reporting deadline. There has been consistency between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed; there were no headcount discrepancies.

**Noncredit Course Enrollment (N1)** data collection began in fiscal year 2000. Oakton Community College data submissions met the reporting deadline in one of the last five fiscal years; the submissions were finalized between one day and one-half month past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between zero percent and 18 percent across the five years reviewed. The Race/Ethnicity variable was unknown for less than 10 percent of records across the years reviewed. The Highest Degree Previously Earned variable was unknown for three-fourths 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 2016 submission was finalized three weeks late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2020 submission was finalized one day 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 the one year reviewed; the submission was eliminated in fiscal year 2017. The final FS submission did not contain any critical errors and the response rate met the ICCB minimum standard in the one year reviewed (51.10 percent).

**Part B. Faculty/Staff Data Submissions.** The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2020 submission was finalized 10 days late, and the fiscal year 2018 submission was finalized six months past the reporting deadline. The number of submissions required to finalize these data ranged from three to six. 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 four of the past five fiscal years; the fiscal year 2020 submission was finalized two days past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Oakton Community College met the submission deadline in one of the past five years reviewed; the submissions were finalized between six days and one and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six. 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. Oakton Community College met the reporting deadline in two of the five years reviewed

for all four surveys; the fiscal year 2020 submission was finalized 13 days late for the Bilingual Needs and Bilingual Pay Survey and 12 days late for the African American Employment Plan Survey, the Hispanic Employment Plan Survey, and the Asian American Employment Plan Survey; and the fiscal year 2019 and fiscal year 2018 submissions were finalized six days late 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 Recommendation:** Some 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 Oakton Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Course Data (AC)**, the **Noncredit Course Enrollment Data (N1)**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, the **Hispanic Employment Plan Survey**, and the **Annual Faculty, Staff & Salary Data (C3)**.

*College Response:*

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

**Noncredit Course Enrollment Data (N1)**

| <b>Fiscal Year Collected</b>                      | <b>2020</b>   | <b>2019</b>   | <b>2018</b>  | <b>2017</b>  | <b>2016</b>   |
|---|---------------|---------------|--------------|--------------|---------------|
| Fiscal Year <i>of Data</i>                        | 2019          | 2018          | 2017         | 2016         | 2015          |
| Final Submission – <b>(07/15)*</b>                | 07/24/19      | 07/24/18      | 08/02/17     | 07/12/16     | 07/16/15      |
| # Submissions to Final                            | 4             | 3             | 3            | 1            | 4             |
| Timeliness  | 9 days late   | 8 days late   | 16 days late | on time      | 1 day late    |
| Duplicated Head Count                             | 10255         | 9762          | 7678         | 9176         | 9765          |
| Unduplicated Head Count                           | 4512          | 4611          | 3548         | 4185         | 5698          |
| # Error Codes in Final Submission                 | 4             | 6             | 6            | 2            | 1             |
| # Critical Errors in Final Submission             | 0             | 0             | 0            | 0            | 0             |
| % Records with Errors in Final Sub.               | 15.14 percent | 19.76 percent | 9.83 percent | 9.20 percent | 1.24 percent  |
| % Unknown Age in Final Submission no value or .   | 13.63 percent | 17.97 percent | 8.04 percent | 7.28 percent | 0.00 percent  |
| % Unknown Age in Final Submission unknown         | 0.06 percent  | 0.04 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              | 6.53 percent  | 6.48 percent  | 7.27 percent | 6.75 percent | 9.63 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**        | 74.00 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)**

| <b>Fiscal Year Collected</b>       | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – <b>(08/01)*</b> | 09/13/19    | 08/14/18    | 08/31/17    | 09/27/16    | 08/17/15    |
| # Submissions to Final             | 7           | 5           | 5           | 8           | 4           |

|   |               |               |               |               |               |
|---|---------------|---------------|---------------|---------------|---------------|
| Timeliness                                      | 43 days late  | 13 days late  | 30 days late  | 26 days late  | 14 days late  |
| Head Count (total incl. 0 hrs enroll.)          | 17559         | 18281         | 18552         | 20105         | 20433         |
| Discrepancy between A1 & ID                     | 0             | 0             | 0             | 0             | 0             |
| # Error Codes in Final Submission               | 6             | 2             | 7             | 3             | 3             |
| # Critical Errors in Final Submission           | 0             | 0             | 1             | 0             | 0             |
| % Records with Errors in Final Sub.             | 0.75 percent  | 0.64 percent  | 0.94 percent  | 0.74 percent  | 1.31 percent  |
| % 0 Cumulative GPA in Final Sub.                | 21.00 percent | 24.51 percent | 23.55 percent | 25.76 percent | 23.50 percent |
| % 0 Cumulative Hours in Final Sub.              | 20.72 percent | 24.13 percent | 23.10 percent | 25.30 percent | 23.17 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         | 30.96 percent | 31.86 percent | 29.75 percent | 27.30 percent | 26.14 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       | 26.83 percent | 27.99 percent | 26.33 percent | 24.69 percent | 24.05 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       | 18.33 percent | 19.24 percent | 18.17 percent | 20.12 percent | 19.85 percent |
| % Unknown HS Rank in Final Sub.**               | N/C**         | N/C**         | N/C**         | N/C**         | 84.41 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)

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – (09/01)*  | 09/03/19    | 09/06/18    | 09/01/17    | 09/27/16    | 08/28/15    |
| # Submissions to Final       | 5           | 2           | 2           | 3           | 2           |

|   |              |              |              |              |              |
|---|--------------|--------------|--------------|--------------|--------------|
| Timeliness  | on time      | 2 days late  | on time      | 12 days late | on time      |
| Record Count (duplicate completions)              | 1444         | 1437         | 1547         | 1459         | 2099         |
| Total Number of Completions from A1               | 1411         | 1250         | 1458         | 1086         | 2009         |
| More Completions on A2 than on A1 or Equal Number | Yes          | Yes          | Yes          | Yes          | Yes          |
| # Error Codes in Final Submission                 | 0            | 0            | 0            | 1            | 1            |
| # 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 | 0.06 percent | 0.09 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              | 5.47 percent | 5.98 percent | 5.17 percent | 4.80 percent | 3.00 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)*             | 09/11/19    | 09/06/18    | 09/05/17    | 08/30/16 | 08/27/15 |
| # Submissions to Final                | 6           | 3           | 2           | 1        | 1        |
| Timeliness – Data Due                 | 8 days late | 2 days late | 4 days late | on time  | on time  |
| Head Count in Final Submission        | 17559       | 18281       | 18552       | 20105    | 20433    |
| Discrepancy between A1 & ID           | 0           | 0           | 0           | 0        | 0        |
| # Error Codes in Final Submission     | 6           | 7           | 4           | 4        | 4        |
| # 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* | 08/31/15 |

|                                       |      |      |      |      |              |
|---------------------------------------|------|------|------|------|--------------|
| # Submissions to Final                | N/C* | N/C* | N/C* | N/C* | 2            |
| 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* | 705          |
| # 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)**

| <b>Fiscal Year Collected</b>          | <b>2020</b>  | <b>2019</b>  | <b>2018</b>  | <b>2017</b>  | <b>2016</b>  |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year <i>of Data</i>            | 2019         | 2018         | 2017         | 2016         | 2015         |
| Final Submission – (09/01)*           | 09/12/19     | 09/10/18     | 09/08/17     | 09/13/16     | 09/25/15     |
| # Submissions to Final                | 6            | 4            | 7            | 3            | 4            |
| Timeliness                            | 9 days late  | 6 days late  | 7 days late  | on time      | 24 days late |
| # Error Codes in Final Submission     | 1            | 1            | 1            | 1            | 1            |
| # Critical Errors in Final Submission | 0            | 0            | 0            | 0            | 0            |
| % Records with Errors in Final Sub.   | 0.04 percent | 0.05 percent | 0.06 percent | 0.04 percent | 0.05 percent |
| % Dual Credit in Final                | 4.32 percent | 2.91 percent | 1.92 percent | 1.65 percent | 1.33 percent |
| % Remedial (PCS 14) in Final          | 6.61 percent | 6.55 percent | 6.85 percent | 6.84 percent | 7.70 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)**

| <b>Fiscal Year Collected</b>    | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>      | 2020        | 2019        | 2018        | 2017        | 2016        |
| Final Submission – (10/01)*     | 09/26/19    | 10/02/18    | 09/29/17    | 10/03/16    | 10/01/15    |
| # Submissions to Final          | 3           | 3           | 3           | 4           | 5           |
| Timeliness                      | on time     | 1 day late  | on time     | on time     | on time     |
| Head Count in Final Submission  | 8083        | 8454        | 8907        | 9443        | 9864        |
| Discrepancy between E1 & Survey | 0           | 0           | 0           | 0           | 0           |

|  |               |               |               |               |               |
|--|---------------|---------------|---------------|---------------|---------------|
| # Error Codes in Final Submission                        | 7             | 2             | 2             | 2             | 2             |
| # Critical Errors in Final Submission                    | 0             | 0             | 0             | 0             | 0             |
| % Records with Errors in Final Sub.                      | 1.17 percent  | 0.67 percent  | 0.51 percent  | 0.82 percent  | 0.71 percent  |
| Current Intent Coverage in Final Sub % coded as unknown  | 32.71 percent | 32.93 percent | 31.35 percent | 31.29 percent | 29.71 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 | 99.41 percent | 99.52 percent | 99.53 percent | 99.53 percent | 99.52 percent |

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

#### Fall Term Enrollment (Web) Survey

| Fiscal Year Collected           | 2020     | 2019       | 2018     | 2017        | 2016     |
|---------------------------------|----------|------------|----------|-------------|----------|
| Fiscal Year <i>of Data</i>      | 2020     | 2019       | 2018     | 2017        | 2016     |
| Final Submission – (10/01)*     | 09/27/19 | 10/02/18   | 10/02/17 | 10/06/16    | 10/01/15 |
| Timeliness                      | on time  | 1 day late | on time  | 3 days late | on time  |
| Head Count                      | 8083     | 8454       | 8907     | 9443        | 9864     |
| 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)*           | 10/25/19      | 10/12/18      | 04/12/18      | 10/21/16      | 10/12/15      |
| # Submissions to Final                | 4             | 4             | 6             | 4             | 3             |
| Timeliness                            | 10 days late  | on time       | 178 days late | 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.   | 16.66 percent | 15.94 percent | 13.19 percent | 21.98 percent | 18.97 percent |
| % Unknown Employment Class (8)        | 1.14 percent  | 0.73 percent  | 1.12 percent  | 1.36 percent  | 1.33 percent  |

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



**Faculty Staff & Salary Data (C2)**

| <b>Fiscal Year Collected</b> | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>   | 2020        | 2019        | 2018        | 2017        | 2016        |
| Final Submission – (10/15)   | N/C*        | N/C*        | N/C*        | N/C*        | 10/15/15    |
| # Submissions to Final       | N/C*        | N/C*        | N/C*        | N/C*        | 2           |
| Timeliness                   | N/C*        | N/C*        | N/C*        | N/C*        | on time     |

\* The C2 submission was eliminated in FY 17

**Faculty Staff & Salary Supplementary Information**

| <b>Fiscal Year Collected</b> | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>   | 2020        | 2019        | 2018        | 2017        | 2016        |
| Final Submission – (10/15)*  | 10/17/19    | 10/12/18    | 10/19/17    | 10/25/16    | 10/07/15    |
| # Submissions to Final       | 1           | 1           | 1           | 1           | 1           |
| Timeliness                   | 2 days late | 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**

| <b>Fiscal Year Collected</b> | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  |
|------------------------------|-------------|-------------|-------------|-------------|--------------|
| Fiscal Year <i>of Data</i>   | 2020        | 2019        | 2018        | 2017        | 2016         |
| Final Submission (11/01)*    | 11/01/19    | 11/01/18    | 11/01/17    | 10/24/16    | 11/23/15     |
| Timeliness                   | on time     | on time     | on time     | on time     | 21 days late |

\*Due 11/02 in FY 16

**Spring Semester Enrollment Survey\***

| <b>Fiscal Year Collected</b> | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>   | 2020        | 2019        | 2018        | 2017        | 2016        |
| Final Submission (02/15)*    | 02/11/20    | 02/12/19    | 02/08/18    | 02/10/17    | 02/12/16    |
| Timeliness                   | 1 day 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 02/10 in FY 20; 02/09 in FY 18

**African American Employment Plan Survey**

| <b>Fiscal Year Collected</b> | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

|                                   |              |             |             |          |          |
|-----------------------------------|--------------|-------------|-------------|----------|----------|
| Fiscal Year <i>of Data</i>        | 2019         | 2018        | 2017        | 2016     | 2015     |
| Final Submission Varies See Note* | 01/27/20     | 02/14/19    | 02/08/18    | 03/06/17 | 02/04/16 |
| Timeliness                        | 12 days late | 6 days late | 6 days late | on time  | on time  |

\*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

**Asian American Employment Plan Survey**

|                                   |              |             |             |             |             |
|-----------------------------------|--------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2020</b>  | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
| Fiscal Year <i>of Data</i>        | 2019         | 2018        | 2017        | 2016        | 2015        |
| Final Submission Varies See Note* | 01/27/20     | 02/14/19    | 02/08/18    | 03/06/17    | 02/04/16    |
| Timeliness                        | 12 days late | 6 days late | 6 days late | on time     | on time     |

\*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

**Bilingual Needs and Bilingual Pay Survey**

|                                   |              |             |             |             |             |
|-----------------------------------|--------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2020</b>  | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
| Fiscal Year <i>of Data</i>        | 2019         | 2018        | 2017        | 2016        | 2015        |
| Final Submission Varies See Note* | 01/28/20     | 02/14/19    | 02/08/18    | 03/02/17    | 02/04/16    |
| Timeliness                        | 13 days late | 6 days late | 6 days late | on time     | on time     |

\*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

**Hispanic Employment Plan Survey**

|                                   |              |             |             |             |             |
|-----------------------------------|--------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2020</b>  | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
| Fiscal Year <i>of Data</i>        | 2019         | 2018        | 2017        | 2016        | 2015        |
| Final Submission Varies See Note* | 01/27/20     | 02/14/19    | 02/08/18    | 03/06/17    | 02/04/16    |
| Timeliness                        | 12 days late | 6 days late | 6 days late | on time     | on time     |

\*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

**Underrepresented Groups Report**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2020</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> |
| Fiscal Year <i>of Data</i>        | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission Varies See Note* | 02/28/20    | 02/01/19    | 02/16/18    | 02/08/17    | 03/10/16    |

|            |         |         |         |         |         |
|------------|---------|---------|---------|---------|---------|
| Timeliness | on time | on time | on time | on time | on time |
|------------|---------|---------|---------|---------|---------|

\*Due 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16

**Occupational Follow-up Study Data (FS)**

| Fiscal Year Collected                 | 2020 | 2019 | 2018 | 2017 | 2016          |
|---------------------------------------|------|------|------|------|---------------|
| Fiscal Year <i>of Data</i>            | 2019 | 2018 | 2017 | 2016 | 2015          |
| Final Submission – (5/30)**           | N/C* | N/C* | N/C* | N/C* | 05/26/16      |
| # Submissions to Final                | N/C* | N/C* | N/C* | N/C* | 1             |
| Timeliness                            | N/C* | N/C* | N/C* | N/C* | on time       |
| # Error Codes in Final Submission     | N/C* | N/C* | N/C* | N/C* | 1             |
| # 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* | 37.91 percent |
| Response Rate (PBIS)                  | N/C* | N/C* | N/C* | N/C* | 51.10 percent |
| Met Minimum Response Rate***          | N/C* | N/C* | N/C* | N/C* | Yes           |

\*The FS submission was eliminated in FY 17

\*\*Due 5/31 in FY 16

\*\*\*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)*                 | 07/31/19      | 06/13/18     | 07/20/17      | 06/21/16      | 06/30/15      |
| # Submissions to Final                     | 4             | 3            | 6             | 3             | 4             |
| Timeliness                                 | 44 days late  | on time      | 35 days late  | 6 days late   | 15 days late  |
| # Error Codes in Final Submission          | 1             | 1            | 1             | 1             | 3             |
| # Critical Errors in Final Submission      | 1             | 1            | 1             | 1             | 1             |
| % Records with Errors in Final Sub.        | 10.32 percent | 6.36 percent | 11.65 percent | 12.99 percent | 66.14 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       | 5.30 percent  | 5.43 percent | 5.91 percent  | 5.87 percent  | 5.75 percent  |

\*Due 06/17 in FY 19

Item #10.1  
March 26, 2021

UNAPPROVED

Minutes of the 443<sup>rd</sup>  
Meeting of the  
Illinois Community College Board

Join Zoom Meeting  
<https://us02web.zoom.us/j/85145226345?pwd=SVFIS3UvK08vbVA2aEloNEd2REpydz09>

Meeting ID: 851 4522 6345  
Passcode: 5EVHc2  
One tap mobile  
+13126266799,,85145226345#,,,,,0#,,876093# US (Chicago)

Dial by your location  
+1 312 626 6799 US (Chicago)  
Meeting ID: 851 4522 6345  
Passcode: 876093

January 15, 2021

## RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 15, 2021 meeting as recorded.

### **Item #1 – Roll Call and Declaration of Quorum**

Chair Lopez called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present on the call: Paige Ponder, Doug Mraz, Terry Bruce, Larry Peterson, Lynette Stokes, Suzanne Morris, and Enrique Velazquez, Student Board member. Teresa Garate and Nick Kachiroubas were absent. A quorum was declared.

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

Dr. Lopez began by welcoming everyone to the January 2021 Board Meeting. Good news on the efforts to disseminate the vaccine are currently underway across the state. Maybe by summer the meetings will begin to meet in person again. Chair Lopez then congratulated the new Speaker of the House, Chris Welch, and the many reforms that have come out of the Black Caucus' OMNIBUS bill. Board member Terry Bruce and Matt Berry will talk more about legislative issues, but there is a specific piece of legislation that speaks to the use of the GPA for placement and the implementation of the placement measure recommendations that ICCB staff worked hard on for years and that was adopted by the Presidents in 2018. Both the acknowledgement of the GPA and its importance as a tool for placement and the adoption of the placement measures are important pillars of a remedial reform agenda for the state.

Another one of those important pillars toward remedial reform is on the agenda today, which is the adoption of the Transitional English Competencies. This work, originating in the PWR Act, has made a difference in a lot of students' lives. Transitional instruction, for math, for example, is available now at 28 community colleges across 195 high schools. This work had led to a reduction in remediation across the state. In 2018, two years after the adoption of transitional math as a strategy, remediation rates for math are at 33% for high school students. A similar outcome is also expected in English.

Finally, Chair Lopez wanted to acknowledge many of the good things that came out of the stimulus package for community colleges. Nationally, community colleges got about 1.2 billion more dollars. It sounds like there will be more flexibility for institutions as well, to use the funds to address COVID losses. Most importantly, there is more support for students and greater flexibility for students to access Pell grants.

Coming up is item #3.1a where Ms. Ginger Ostro, Executive Director for the IL Board of Higher Education, will give an update on the Strategic Plan for Higher Education.

### **Item #3 – Board Member Comments**

There were no comments.

#### **Item #3.1 – Illinois Board of Higher Education Report**

Dr. Teresa Garate was not present during the meeting.

##### **Item #3.1a - Update on the Strategic Plan for Higher Education**

Ms. Ginger Ostro, Executive Director for the IL Board of Higher Education (IBHE), provided a brief update on the progress of the Strategic Plan for Higher Education. The IBHE derives its statutory authority to develop the Strategic Plan from the IBHE statute (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6, which states: The 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 IBHE, 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. The IBHE, in cooperation with the Illinois Community College Board, shall engage in a continuing study, an analysis, and an evaluation of the master plan so developed, and it shall be its responsibility to recommend, from time to time as it determines, amendments and modifications of any master plan enacted by the General Assembly. Working priorities for the Plan are to increase postsecondary credential and degree attainment and develop talent to drive Illinois's economy, improve affordability, increase access and manage costs, and close equity gaps.

In September, there were nine focus groups developed. These focus groups were regionally based and raised the voices and perspectives of a broad representation of key stakeholders from IBHE, ICCB, Public Universities, Private University Presidents, Community College Presidents and Legislators.

During October and November, the IBHE Board reviewed phase one engagement. The executive committee confirmed the vision, core principles, and priority areas. Phase two began with the engagement of the regional and stakeholder specific focus groups. The advisory committee, which will apply the Board's articulated vision to the planning process as it develops the recommended goals, objectives and strategies that will make up the strategic plan, was also established.

In December and January, the advisory committee was convened to identify strategies and outcome measures. Phase three engagement also commenced.

During the months of January and February, specific recommendations to support strategies through design work groups will be developed. Through phase three engagement, the advisory group will draft the strategic plan.

During the months of February and March, the public will be allowed to give feedback on the draft plan. The plan will then be finalized and the IBHE Board will approve the final strategic plan. After it is approved, the ICCB and ISAC Boards will endorse the Plan.

#### **Item #4 – Executive Director Report**

Dr. Brian Durham began by echoing Chair Lopez's condolences to the family of Jerry Weber. This is really a true loss to the community college system here in Illinois. Dr. Durham went on to congratulate a number of ICCB staff on their time at the agency. The stimulus allocations for the higher education sector coming out of the USDOE includes \$22.7 billion in pandemic-related aid for institutions of higher education, which will be allocated through a formula that accounts for an institution's total number of students (headcount) and relative share of full-time equivalent (FTE) students. The allocations that colleges are getting was shared through email yesterday with the Board. It is important to note that portions of those funds are for students, but nearly 70% of the funds are focused on supporting institutions. This has resulted in substantial more resources for community colleges. The legislation is a huge win in Washington for Community Colleges across the country and here in Illinois and a demonstration of the support that colleges have in Congress.

The staff have been working on a number of issues which include: Lame Duck Session, the SJR 41 report which was due December 31<sup>st</sup>, models of developmental education being offered, the Illinois Narrative report on Adult Education, which includes information about the professional development and technical assistance response to COVID-19 as well as the release of funds to support remote learning, and the CTE report-work on the implementation of programs of study models and apprenticeship programs, where, through the CAP-IT program, 215 still served, during the onslaught of the pandemic.

#### **Item #4.1 - Illinois Community College Board Goals Update**

Illinois Community College Board staff periodically update the Board on the agency's progress toward our three adopted goals, listed below and most recently revised during the August 19, 2020 Board Retreat and adopted at the September 11, 2020 Board meeting.

Each year, the January Board meeting provides an opportunity to share a midyear update on progress toward the goals. The Executive Director provided a document that provides the current status of efforts to meet the goals.

#### **Item #5 - Advisory Organizations**

##### **Item #5.1 - Student Advisory Council**

Enrique Velazquez, Student Board member, stated the first SAC meeting was held in October 2020 and focused on introductions. The Council will focus on student engagement during these difficult times and keeping enrollment up as well as equity and diversity. The next meeting will be held on January 22, 2021 virtually.

#### **Item #6 - Committee Reports**

##### **Item #6.1 - Academic, Workforce, and Student Support**

The committee met on January 15 at 8:00a with Paige Ponder, Suzanne Morris, and student member Enrique Velazquez.

Paige Ponder reported the Committee had a continued discussion on the requirement of the Constitution Test based on research from the staff. The Committee decided to temporarily waive the Constitution requirement for everyone until further notice or for a specified period of time. The Illinois High School Equivalency Constitution Test will be voted on by the Board in today's meeting. An oral presentation of the action needed suspends the Constitution requirement through December 31, 2021 due to COVID -19 due to limited access to testing. Upon successful passage of the HSE vendor exams, individuals will be issued an Illinois High School Equivalency Certificate without delay.

Item #10.1  
March 26, 2021

Action item, Transitional Instructional Competencies: The ICCB staff have worked with staff from the Illinois Board of Higher Education and the Illinois State Board of Education to define and update competencies for each transitional math and English. The procedures for statewide portability require demonstration that the relevant competencies are addressed and the required policies are met. Success is based on the mastery of the process and content competencies, which demonstrates readiness for college courses, instead of a single test score. The competencies for Transitional Math have been updated and Transitional English competencies have been defined. This agenda item presents the recommendations for approval of competencies, policies and course parameters for Transitional Math and Transitional English.

Open Education Resources: The Illinois Board of Higher Education and the Illinois Community College Board are collaborating to investigate to what extent institutions in Illinois are utilizing open educational resources (OER). The OER in Illinois Higher Education Survey was released to higher education institutions in December 2020 with a January 25, 2021 return date. This landscape survey will collect information on OER use at institutions, departments at colleges with OER responsibility, and cost savings to students. The survey was developed by members of the Illinois OER Stakeholders group and is hosted by the College of DuPage. The results of the survey are expected to inform future efforts in promoting the development and use of OER in Illinois. Further updates of the results of the survey will be discussed at the next AWS Committee meeting.

Information items: Two reports have been submitted as information items summarizing the activities for FY20. The Adult Education and Literacy Annual Report is submitted each year to the Department of Education and includes a summary of activities under WIOA Title II for FY20. This includes data, financial and assessment. The Career and Technical Education Annual Report provides a summary of postsecondary Career and Technical Education (CTE) related initiatives and activities led by the Illinois Community College Board (ICCB). This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year.

Other: An oral report will be provided on the action needed to grant authorization of Lake Land College to provide programs to the Department of Correction. Lake Land College is the only college who applied and there is no opposition.

**Item #6.1a - High School Equivalency Constitution Requirement**

The Illinois Community College Board (ICCB) requires that all individuals who pass one of the three High School Equivalency (HSE) tests must also take and pass the United States (US) and Illinois Constitution test and the Flag tests. Upon the passage of all requirements, an Illinois High School Equivalency Certificate is issued. Since the COVID-19 pandemic began, the access to testing and in particular the constitution testing, has not been available. Based upon the recommendations of the Academic, Workforce and Student Services (AWS) Committee, the ICCB staff researched requirements in other states as well as examined HSE test content to determine next steps relative to Constitution requirements. It was determined that four other states have a civics requirement and most of those are either on hold or are temporarily suspended. None of these states have a state constitution specific requirement. The ICCB staff in consultation with the AWS Committee is recommending the suspension of the Constitution requirement due to COVID-19 and testing availability. Staff will conduct additional research and outreach and bring forth a more detailed plan on HSE at a future date.

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

The Illinois Community College Board hereby approves the suspension of all Constitution test requirements through December 2021 to allow those who pass

the High School Equivalency test to be issued their Illinois High School Equivalency Certificate.

A roll call vote was taken with the following results:

|                |     |                   |     |
|----------------|-----|-------------------|-----|
| Terry Bruce    | Yea | Paige Ponder      | Yea |
| Doug Mraz      | Yea | Lynette Stokes    | Yea |
| Suzanne Morris | Yea | Enrique Velazquez | Yea |
| Larry Peterson | Yea | Lazaro Lopez      | Yea |

The motion was approved. Student advisory vote: yes.

**Item #6.1b - Authorization for Lakeland College to Enter Into Negotiations for Illinois Department of Corrections Programs**

The Illinois Community College Board is requested to authorize Lake Land College to enter into negotiations with Carl Sandburg College, Heartland Community College, Illinois Eastern Community Colleges, Illinois Valley Community College, John Wood Community College, Lincoln Land Community College, Rend Lake College, Richland Community College, Sauk Valley Community College, Southwestern Illinois College, Spoon River College, and the Illinois Department of Corrections (IDOC) within each of these districts, to offer career and technical education services at the correctional institutions listed below. According to **Section 1501.307 Cooperative Agreements and Contracts**, decisions about the provision of instruction at IDOC centers falls first and primarily to the home district within which the facility resides. In each instance below, the home district has opted to forego providing services. Colleges are unable to enter into an agreement directly with IDOC facilities without first seeking and obtaining approval from the ICCB.

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

The Illinois Community College Board hereby approves Lake Land College to enter into negotiations with the home district of each correctional facility listed in this item and with the IDOC to offer career and technical education instruction to the listed correctional institutions.

A roll call vote was taken with the following results:

|                |     |                   |     |
|----------------|-----|-------------------|-----|
| Terry Bruce    | Yea | Paige Ponder      | Yea |
| Doug Mraz      | Yea | Lynette Stokes    | Yea |
| Suzanne Morris | Yea | Enrique Velazquez | Yea |
| Larry Peterson | Yea | Lazaro Lopez      | Yea |

The motion was approved. Student advisory vote: yes.

**Item #6.2 - Finance, Budgeting, Accountability and External Affairs**

It was reported the committee met this morning at 8:00 a.m. with Terry Bruce, Doug Mraz, Larry Peterson and Lynette Stokes in attendance and discussed the following items:

Timeliness of State Payments – on December 30<sup>th</sup> there were 156 million vouchered and 22 million is being held by CMS; legislative update – Matt Berry gave the members an brief update on the education legislation being discussed within legislative session and what each would mean for community colleges, one of which includes the Omnibus Bill which was approved during Lame Duck Session; Administrative Rules - Time Limits on Statewide and Regional Curricula; the



Illinois Postsecondary Profiles Update; and the Fiscal Year 2022 Community College Capital Budget.

\* \* \* \* \*

BREAK at 10:21 a.m.  
RETURNED at 10:30 a.m.

\* \* \* \* \*

**Item #7 – New Units of Instruction**

**Item #7.1 – Black Hawk College, City Colleges of Chicago: Kennedy King College, Harold Washington College, Malcolm X College, Harry S. Truman College, Olive-Harvey College, Richard J. Daley College, Wilbur Wright College, Heartland Community College, Parkland College, Triton College**

Paige Ponder made a motion, which was seconded by Suzanne Morris, 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**

Black Hawk College

- Court Reporting Technology Associate in Applied Science (A.A.S.) degree (60 credit hours)

City Colleges of Chicago: Kennedy King College, Harold Washington College, Malcolm X College, Harry S. Truman College, Olive-Harvey College, Richard J. Daley College, Wilbur Wright College

- Software Development Associate in Applied Science (A.A.S.) degree (62 credit hours)
- Software Development Certificate (34 credit hours)

Heartland Community College

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

Parkland College

- Aviation Flight Technology A.A.S. degree (61 credit hours)

Triton College

- Paralegal Studies Certificate (31 credit hours)

A roll call vote was taken with the following results:

|                |     |                   |     |
|----------------|-----|-------------------|-----|
| Terry Bruce    | Yea | Paige Ponder      | Yea |
| Doug Mraz      | Yea | Lynette Stokes    | Yea |
| Suzanne Morris | Yea | Enrique Velazquez | Yea |
| Larry Peterson | Yea | Lazaro Lopez      | Yea |

The motion was approved. Student advisory vote: yes.

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

**Item #8.1 - John Wood Community College, Richland Community College, College of Lake County, and Lewis and Clark Community College**

Terry Bruce made a motion, which was seconded by Doug Mraz, to approve the following motion:

Item #10.1  
March 26, 2021

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

John Wood Community College, District 539  
Richland Community College, District 537  
College of Lake County, District 532  
Lewis & Clark Community College, District 536

A roll call vote was taken with the following results:

|                |     |                   |     |
|----------------|-----|-------------------|-----|
| Terry Bruce    | Yea | Paige Ponder      | Yea |
| Doug Mraz      | Yea | Lynette Stokes    | Yea |
| Suzanne Morris | Yea | Enrique Velazquez | Yea |
| Larry Peterson | Yea | Lazaro Lopez      | Yea |

The motion was approved. Student advisory vote: yes.

\* \* \* \* \*

**Item #6.2a - An Overview of the Illinois Community College System Funding Formulas**

This presentation provided an overview of the restricted and unrestricted grants to the system, including funding formulas used to distribute the grants. The presentation also highlighted historical data representing the amount of underfunding for unrestricted grants. The PowerPoint can be viewed on the ICCB website.

\* \* \* \* \*

**Item #9 – Adoption of Minutes**

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

**Item #9.1 – Minutes of the December 4, 2020 Board Meeting**

The Illinois Community College Board hereby approves the Executive Session minutes of the December 4, 2020 meeting as recorded.

**Item #9.2 – Minutes of the December 4, 2020 Executive Session**

The Illinois Community College Board hereby approves the Executive Session minutes of the December 4, 2020 meeting as recorded.

A roll call vote was taken with the following results:

|                |     |                   |     |
|----------------|-----|-------------------|-----|
| Terry Bruce    | Yea | Paige Ponder      | Yea |
| Doug Mraz      | Yea | Lynette Stokes    | Yea |
| Suzanne Morris | Yea | Enrique Velazquez | Yea |
| Larry Peterson | Yea | Lazaro Lopez      | Yea |

The motion was approved. Student advisory vote: yes.

**Item #10 - Consent Agenda**

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

**Item #10.1 - Fiscal Year 2022 Community College Capital Budget**

The Illinois Community College Board hereby:

1. Approves the fiscal year 2022 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;
2. Authorizes the submission of the request to the Governor’s Office of Management

and Budget, the Illinois Board of Higher Education, and the Illinois General Assembly; and

3. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

**Item #10.2 - Transitional English Competencies**

The Illinois Community College Board hereby adopts the Statewide Transitional Math Competencies and Policies and the Statewide Transitional English Course Parameters, Competencies and Policies documents.

**Item #10.3 - Proposed Amendments to the Illinois Community College Board Administrative Rules:**

**Item #10.3a - Time Limits on Statewide and Regional Curricula**

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
- 1501.308 Reporting Requirements
- 1501.309 Course Classification and Applicability
- 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
- 1501.311 Credit for Prior Learning

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 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:

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- 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.
- 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 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.](#)
- cb) 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.
- de) 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 \_\_\_\_\_)

A roll call vote was taken with the following results:

|                |     |                   |     |
|----------------|-----|-------------------|-----|
| Terry Bruce    | Yea | Paige Ponder      | Yea |
| Doug Mraz      | Yea | Lynette Stokes    | Yea |
| Suzanne Morris | Yea | Enrique Velazquez | Yea |
| Larry Peterson | Yea | Lazaro Lopez      | Yea |

The motion was approved. Student advisory vote: yes.

### **Item #11 – Information Items**

There was no discussion.

#### **Item #11.1 - Fiscal Year 2021 Financial Statements**

#### **Item #11.2 - FY2020 Federal Adult Education and Literacy Narrative and Performance Report**

#### **Item #11.3 - Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director**

#### **Item #11.4 - Senate Joint Resolution 41 Final Report Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois**

#### **Item #11.5 - FY2020 Career and Technical Education Annual Report**

### **Item #12 - Other Business**

There was no other business.

### **Item #13 - Public Comment**

There was no public comment.

### **Item #14 - Executive Session**

#### **Item #14.1 - Employment/Appointments Matters**

The Board did not go in to Executive Session

### **Item #15 - Executive Session Recommendations**

#### **Item #15.1 - Employment/Appointments Matters**

There were no recommendations

### **Item #16 - Adjournment**

Terry Bruce made a motion, which was seconded by Lynette Stokes, to adjourn the Board meeting at 11:08 a.m.

A roll call vote was taken with the following results:

|                |     |                   |     |
|----------------|-----|-------------------|-----|
| Terry Bruce    | Yea | Paige Ponder      | Yea |
| Doug Mraz      | Yea | Lynette Stokes    | Yea |
| Suzanne Morris | Yea | Enrique Velazquez | Yea |
| Larry Peterson | Yea | Lazaro Lopez      | Yea |

The motion was approved. Student advisory vote: yes.

**ADOPTION OF RESOLUTION FOR AGENCY PARTICIPATION IN THE STATE  
UNIVERSITIES RETIREMENT SYSTEM DEFERRED COMENSATION PLAN**

This item requests approval for the adoption of a resolution to allow the Illinois Community College Board to participate in the State Universities Retirement System (“SURS”) Deferred Compensation Plan (“Plan”) and authorization of the Executive Director to approve the resolution and agreement contained within this item.

The SURS Deferred Compensation Plan is a 457(b) deferred compensation plan that complements SURS mandatory 401(a) retirement plans (Traditional, Portable, and the Retirement Savings Plan). Participants will be able to elect to defer Pre-tax and/or Roth contributions to the Plan. The Board must approve the adoption of the Plan and the Executive Director can sign the approval by completing the Employer Resolution and Employer Participation Plan.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the resolution for the Illinois Community College Board to participate in the State Universities Retirement System Deferred Compensation Plan and authorizes the Executive Director to approve the Employer Resolution and Employer Participation Agreement.

**ADOPTION OF RESOLUTION FOR AGENCY PARTICIPATION IN THE STATE UNIVERSITIES  
RETIREMENT SYSTEM DEFERRED COMENSATION PLAN**

WHEREAS, the State Universities Retirement System Deferred Compensation Plan ("Plan") is an eligible deferred compensation plan under Section 457(b) of the Internal Revenue ("Code") established and is administered by the State Universities Retirement System ("System") pursuant to Section 15-202 of the Illinois Pension Code, 40 ILCS 5 et seq.;

WHEREAS, the Plan is funded by elective deferrals, and if elected by the Employer in the Employer Participation Agreement, discretionary employer contributions;

WHEREAS, contributions to the Plan are held in Trust by SURS as Trustee pursuant to the State Universities Retirement System Master Trust Agreement ("Trust Agreement") and are invested in investment options selected and monitored by SURS;

WHEREAS, SURS has contracted with certain service providers ("Service Providers") to administer the Plan in accordance with its written terms and applicable law;

WHEREAS, Section 15-202 of the Illinois Pension Code, 40 ILCS 5, et seq., and Section 2.02(v) of the Plan provide that an employer that is subject to Article 15 of the Illinois Pension Code and that is an eligible employer within the meaning of Code Section 457(e)(1)(A) offer the Plan to its eligible employees;

WHEREAS, the Employer is an employer subject to Article 15 of the Illinois Pension Code, and is an eligible employer within the meaning of Code Section 457(e)(1)(A); and

WHEREAS, the Employer has reviewed the Plan, is authorized by law to adopt this Resolution, and is concurrently executing an Employer Participation Agreement for the Plan, which shall constitute a part of the written terms of the Plan.

NOW THEREFORE the governing body of the Employer hereby resolves:

Section 1. The Employer adopts the Plan for the benefit of its eligible employees, including the Employer Participation Agreement which is attached hereto and made a part of this Resolution.

Section 2. The Employer agrees to abide by the terms of the Plan and the Trust Agreement, including amendments to the Plan and the Trust Agreement, and all applicable provisions of the Code, the Illinois Pension Code, and other applicable law.

Section 3. The Employer agrees to enroll only those individuals who are employees, as defined in Section 15-107 of the Illinois Pension Code, of the Employer. An employee does not include an individual who is a leased employee under Code Section 414(n)(2).

Section 4. The Employer acknowledges that all assets held in connection with the Plan, including all contributions to the Plan, all property and rights acquired or purchased with such amounts and all income attributable to such amounts, property or rights shall be held in the Trust for the exclusive benefit of participants and their beneficiaries under the Plan. No part of the assets and income of the Plan shall be used for, or diverted to, purposes other than for the exclusive benefit of participants and their beneficiaries and for defraying reasonable expenses of the Plan. All contributions to the Plan shall be held, managed, invested, and distributed as part of the Trust in accordance with the provisions of the Plan. All benefits under the Plan shall be distributed solely from the Trust pursuant to the terms of the Plan.

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Section 5. This Resolution and an Employer Participation Agreement shall be submitted to SURS. SURS shall determine whether the Resolution and the Employer Participation Agreement comply with the Plan, and, if they do, shall provide appropriate forms to the Employer to implement employee participation in the Plan. SURS may refuse to approve a Resolution and/or an Employer Participation Agreement from an employer that does not have state statutory authority to participate in the Plan. The Employer hereby acknowledges that it is responsible for assuring that this Resolution and the Employer Participation Agreement are adopted and executed in accordance with the requirements of applicable law.

Adopted by the Employer as of the date set forth below in accordance with applicable law.

By: \_\_\_\_\_

Print Name: Brian Durham

Title: Executive Director

Date: \_\_\_\_\_

**STATE UNIVERSITIES RETIREMENT SYSTEM DEFERRED COMPENSATION PLAN  
EMPLOYER PARTICIPATION AGREEMENT**

The undersigned employer ("Employer") and the State Universities Retirement System ("SURS") agree to the participation of the Employer in the State Universities Retirement System Deferred Compensation Plan ("Plan"). The Plan is sponsored and administered by SURS and is intended to qualify as an eligible deferred compensation plan under Section 457(b) of the Internal Revenue Code ("Code") that is a governmental plan under Code Section 414(d) and Section 3(33) of the Employee Retirement Income Security Act of 1974 ("ERISA").

Complete this Participation Agreement only if the Employer is both an employer subject to Article 15 of the Illinois Pension Code and an eligible employer within the meaning of Code Section 457(e)(1)(A).

**A. EMPLOYER INFORMATION**

Name: Illinois Community College  
Board

Address: 401 East Capitol Avenue, Springfield, IL  
62701

Tax ID Number: \_\_\_\_\_ - \_\_\_\_\_

**B. TYPE OF ADOPTION AND EFFECTIVE DATE**

The Employer's Plan document shall consist of this Employer Participation Agreement ("Agreement") and the Plan document, as amended from time to time. All capitalized terms in this Agreement shall have the meaning set forth in the Plan document.

It is very important that this Employer Participation Agreement be completed accurately to ensure consistency between the Plan and actual plan operation. The Employer may prospectively change the terms of its participation in the Plan at any time by completing a new Employer Participation Agreement with SURS.

This Agreement is for the following purpose (*check and complete one only*):

1.  This is a new 457(b) deferred compensation plan adopted by the Employer for its Employees effective March 26, 2021.
2.  This is an amendment to be effective as of \_\_\_\_\_, \_\_\_\_\_ (*insert effective date of this amendment*) to the current Agreement previously adopted by the Employer, which was originally effective \_\_\_\_\_, (*insert effective date of the original Amendment*).

3.  This is an amendment and restatement of another 457(b) deferred compensation plan maintained by the Employer, effective \_\_\_\_\_, (insert effective date of this Agreement).

This Employer's prior plan was originally effective \_\_\_\_\_, \_\_\_\_\_ (insert effective date of the prior plan). The Employer understands that it is the Employer's responsibility to ensure that the prior plan met all applicable state and federal requirements.

- C. CUSTODY OF ASSETS.** Code Section 457(g) shall be satisfied by setting aside Plan assets for the exclusive benefit of Participants and Beneficiaries in a Trust pursuant to the terms of the Plan.
- D. PARTICIPATION.** An Employee may become a Participant in the Plan for purposes of Elective Deferrals and Discretionary Employer Contributions immediately upon commencement of employment with the Employer. "Employee" means an individual who is an employee, as defined in Section 15-107 of the Illinois Pension Code, of an Employer. An Employee does not include an individual who is a leased employee under Code Section 414(n)(2).
- E. ELECTIVE DEFERRALS.** All Employees of the Employer shall be permitted to make Elective Deferrals to the Plan. Elective Deferrals include Pre-Tax Contributions and Roth Contributions. A Participant shall be 100% Vested in his or her Elective Deferrals at all times.
- F. DISCRETIONARY MATCHING CONTRIBUTIONS.**
1. The Employer shall (*check and complete one only*):
- a.  not make Discretionary Matching Contributions.
  - b.  match \_\_\_\_\_% of Elective Deferrals of up to \_\_\_\_\_% of Compensation  each pay period  annually.
  - c.  match \_\_\_\_\_% of the first \$ \_\_\_\_\_  each pay period of Elective Deferrals  annually.
  - d.  match the percentage or amount of Elective Deferrals that the Employer determines in its discretion for the Plan Year.
- Check this box if the Discretionary Matching Contributions match elective deferrals made to another plan, and enter the name of the plan:

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NOTE: Any Discretionary Matching Contribution will reduce, dollar for dollar, the Elective Deferrals that a Participant can contribute.

2. The Employer shall make Discretionary Matching Contributions for the following Employees (*complete only if Discretionary Matching Contributions will be made to the Plan; check and complete as many as applicable*):
- a.  any full-time Employee, defined as an Employee who has or more Hours of Service per week.

- b.  any permanent part-time Employee, defined as an Employee who is not a full-time Employee and who has \_\_\_\_\_ or more Hours of Service per week.
- c.  any Employee in the following class(es) of Employees:

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- 3. A Participant shall be 100% vested in his or her Discretionary Matching Contributions at all times; provided, however, that if SURS enacts an Eligible Automatic Enrollment Arrangement under Section 4.2(e) of the Plan, Discretionary Matching Contributions related to a withdrawal of Automatic Pre-Tax Contributions in accordance with Section 4.2(e)(4) will be placed in a forfeiture account and used first to reduce the Employer's Discretionary Matching Contributions, if any, and then to reduce the Employer's Discretionary Nonelective Contributions, if any.

**G. DISCRETIONARY NONELECTIVE CONTRIBUTIONS.**

- 1. The Employer shall (*check and complete one only*):
  - a.  not make Discretionary Nonelective Contributions.
  - b.  contribute \_\_\_\_\_% of Compensation on behalf of each Participant  each pay period  annually.
  - c.  contribute \$ \_\_\_\_\_ on behalf of each Participant  each pay period  annually.
  - d.  contribute the percentage or amount that the Employer determines in its discretion for the Plan Year.

NOTE: Any Discretionary Nonelective Contribution will reduce, dollar for dollar, the amount a Participant can contribute.

- 2. The Employer shall make Discretionary Nonelective Contributions for the following Employees (*complete only if Discretionary Nonelective Contributions will be made to the Plan; check and complete as many as applicable*):
  - a.  any full-time Employee, defined as an Employee who has \_\_\_\_\_ or more Hours of Service per week.
  - b.  any permanent part-time Employee, defined as an Employee who is not a full-time Employee and who has \_\_\_\_\_ or more Hours of Service per week.
  - c.  any Employee in the following class(es) of Employees:

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3. A Participant shall be 100% Vested in his or her Discretionary Nonelective Contributions at all times.

**H. ADMINISTRATIVE INFORMATION.**

In executing this Employer Participation Agreement, the Employer agrees:

- that it is eligible to adopt the Plan, and that its governing body has adopted a resolution to approve the adoption of the Plan for its eligible employees, which resolution has been provided to SURS or its designee;
- to be bound by all terms of the Plan document, as applicable, the terms of this Employer Participation Agreement, and the rules and regulations of SURS, all as may be amended from time to time, and that no oral understanding not incorporated into this Agreement is binding on any party;
- to provide any information reasonably requested by SURS or a service provider from time to time to properly administer the Plan in accordance with its terms and applicable law;
- to allow SURS and/or the service providers reasonable access to eligible employees to assist with enrollment in and administration of the Plan;
- to be solely responsible for the correction of any operational or compliance errors resulting from the Employer's failure to perform its responsibilities or provide accurate information to SURS or a service provider;
- that all contributions to the Plan will be deposited in the State Universities Retirement System Master Trust for the exclusive benefit of participants and beneficiaries, and that the Employer shall have no right to Trust assets;
- that participants in the Plan have the right to direct the investment of their accounts by choosing among the investment options selected by SURS and offered under the Plan, and that any participant who does not provide timely investment direction will be deemed to have elected the Plan's default investment, as selected by SURS;
- that participants will be charged fees for the investment and administration services provided by SURS and the service providers, which will be offset against investment returns or deducted from participant accounts periodically; and
- that the Employer has consulted, to the extent necessary, with its own legal and tax advisors.

The Employer further agrees that it is responsible for the following areas of compliance:

- determining and monitoring employee eligibility in accordance with the terms of the Plan and the Employer Participation Agreement;
- entering into salary reduction agreements with Employees and timely remitting all Elective Deferrals and Discretionary Employer Contributions, if any, to the Plan; and



- complying with the applicable contribution limits under the Code as such limits apply to the Plan and any other Code Section 457(b) plan in which Employer's employees participate.

This Employer Participation Agreement is duly executed on behalf of the Employer by the undersigned authorized signatories and shall be effective as indicated in Section B.

**EMPLOYER'S AUTHORIZED SIGNATORIES:**

|                                  |                              |
|----------------------------------|------------------------------|
| By: _____                        | By: _____                    |
| Print: <u>Brian Durham</u>       | Print: <u>Matt Berry</u>     |
| Title: <u>Executive Director</u> | Title: <u>Chief of Staff</u> |
| Date: _____                      | Date: _____                  |

**ACCEPTANCE OF EMPLOYER'S PARTICIPATION IN THE STATE UNIVERSITIES RETIREMENT SYSTEM DEFERRED COMPENSATION PLAN:**

By: \_\_\_\_\_  
Suzanne Mayer , Interim Executive Director

Date: \_\_\_\_\_

**BACKGROUND**

This is a supplemental deferred compensation plan developed by SURS. Staff still will be able to participate in the regular state deferred compensation plan through the Department of Central Management Services. An individual can participate in either or both, if they want, although the addition of this plan does not alter the legal limits on how much can be contributed annually. The primary benefit to staff is to offer more choice. There will be no new cost to ICCB and minimal added administrative burden.

Illinois Community College Board

**APPROVAL OF TRUSTEE TRAINING PROVIDER**

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

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

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**Pappas Wright, P.C.**

**BACKGROUND**

**Description:** Pappas Wright, P.C. focuses on management and labor matters with a significant emphasis on higher education law. The firm regularly provides legal counsel to Black Hawk College and has provided training to the Board of Trustees on various matters pertaining to their role under Illinois law.

**Instructors and Qualifications:** The following attorney will provide trustee training.

Allison K. Wright, Partner and Shareholder. Allison Wright focuses her practice on management labor and employment law, civil litigation, higher education law, school law, public governance, and municipal matters. She represents a diverse array of public and private clients including local and national corporations, colleges and school districts, hospitals, medical corporations, municipalities, and financial institutions across the Midwest. Her past experience has included counseling boards and governing bodies on governance related issues (i.e., Freedom of Information Act, Open Meetings Act, Public Community College Act, and Illinois School Code). In addition, she has experience managing and conducting investigations regarding personnel, students, Title IX, violence, and other related issues.

**Course Schedule:** Pappas Wright proposes to fulfill board trustee training requirements ensuring that every public official has the proper training and tools to meet all of the legal, ethical, and fiduciary duties that come with the office of community college trustee. Sample training topics include:

- The Proper Role of the Board of Trustees
- Responding to Negative Press Attention
- Open Meetings Act Updates and Developments
- Freedom of Information Act Updates and Developments
- Fielding Questions, Comments, and Concerns from the District
- Preparing for “Public Discussion” While Eliminating Risks
- Trustee Fiduciary Duties
- Taking as a Trustee
- Limits on Legal Protections for Trustee Acts and Speech
- Illinois Tort Immunity Act
- Trustee Duties Pertaining to Financial Oversight and Accountability
- Overview of Illinois Community College Law and ICCB Standards
- Labor Relations and the College Board

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

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

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

*Table 2: Methods of Providing Training*

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|                           |
|---------------------------|
| In Person                 |
| Audio/Video - Prerecorded |
| Online Webinar            |
| Online Self-Study         |

**Fee Schedule:** Pappas Wright, P.C.'s services are calculated from an hourly fee of \$165/hour. Pappas Wright, P.C. will work with each community college, on a case by case basis, to establish and will offer individualized fee arrangement for specific assignments or projects.

Illinois Community College Board

**COOPERATIVE EDUCATION AGREEMENT BETWEEN  
SAUK VALLEY COMMUNITY COLLEGE  
AND  
MIDWEST SAFE DRIVER CORPORATION**

The Illinois Community College Board is requested to approve the Cooperative Agreement between Sauk Valley Community College and Midwest Safe Driver Corporation.

The participating parties desire to enter into this Cooperative Agreement for the expressed purpose of providing Sauk Valley Community College students with the access to CDL Training Program to prepare for the Illinois Secretary of State Class A CDL pre-trip, skills and road tests. Students participating in this training program shall register at the college, paying all respective tuition and fees, and will receive college credit for successful program completion. The program shall be taught by qualified staff from Midwest Safe Driver Corporation.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Cooperative Education Agreement between Sauk Valley Community College and Midwest Safe Driver Corporation, which allows the CDL Training Program to be taught at Sauk Valley Community College.

Illinois Community College Board

**FISCAL YEAR 2021 FINANCIAL STATEMENTS**

| <b>Illinois Community College Board</b>              |                               |                       |                       |              |
|--|-------------------------------|-----------------------|-----------------------|--------------|
| <b>FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT</b> |                               |                       |                       |              |
| <b>July 1, 2020 - February 28, 2021</b>              |                               |                       |                       |              |
|  |                               | FY 2021               | Year -to-Date         | %            |
|  |                               | Appropriation         | Expenditures          | Expended     |
| <b>STATE GENERAL FUNDS*</b>                          |                               |                       |                       |              |
| <b>GENERAL REVENUE FUND</b>                          |                               |                       |                       |              |
| GRANTS TO COLLEGES AND PROVIDERS                     |                               | \$ 48,460,000         | \$ 24,568,111         | 50.7%        |
| ADULT EDUCATION                                      |                               | 33,887,700            | 19,964,410            | 58.9%        |
| GED TESTING PROGRAM                                  |                               | 1,148,000             | 372,201               | 32.4%        |
| CAREER & TECH EDUCATION                              |                               | 18,069,400            | 9,199,779             | 50.9%        |
| OFFICE ADMINISTRATION                                |                               | 2,083,900             | 1,376,314             | 66.0%        |
|  | <b>TOTAL</b>                  | <b>\$ 103,649,000</b> | <b>\$ 55,480,816</b>  | <b>53.5%</b> |
| <b>EDUCATION ASSISTANCE FUND</b>                     |                               |                       |                       |              |
| GRANTS TO COLLEGES AND PROVIDERS                     |                               | \$ 145,574,100        | \$ 93,710,581         | 64.4%        |
|  | <b>TOTAL</b>                  | <b>\$ 145,574,100</b> | <b>\$ 93,710,581</b>  | <b>64.4%</b> |
| <b>SPECIAL STATE FUNDS *</b>                         |                               |                       |                       |              |
| CONTRACTS AND GRANTS FUND                            |                               | \$ 29,000,000         | \$ 6,055,740          | 20.9%        |
| GED TESTING FUND                                     |                               | 100,000               | 5,470                 | 5.5%         |
| ICCB RESEARCH & TECHNOLOGY FUND                      |                               | 100,000               | -                     | 0.0%         |
| PERSONAL PROPERTY REPLACEMENT TAX FUND               |                               | 105,570,000           | 79,177,500            | 75.0%        |
|  | <b>TOTAL</b>                  | <b>\$ 134,770,000</b> | <b>\$ 85,238,710</b>  | <b>63.2%</b> |
| <b>FEDERAL FUNDS*</b>                                |                               |                       |                       |              |
| FEDERAL ADULT EDUCATION FUND                         |                               | \$ 28,769,183         | \$ 7,682,067          | 26.7%        |
| FEDERAL CAREER & TECH ED FUND                        |                               | 19,124,798            | 4,650,494             | 24.3%        |
| ICCB FEDERAL TRUST FUND                              |                               | 525,000               | 32,550                | 6.2%         |
|  | <b>TOTAL</b>                  | <b>\$ 48,418,981</b>  | <b>\$ 12,365,111</b>  | <b>25.5%</b> |
|  | <b>GRAND TOTAL, ALL FUNDS</b> | <b>\$ 432,412,081</b> | <b>\$ 246,795,218</b> | <b>57.1%</b> |
| * See detail on following pages                      |                               |                       |                       |              |

Agenda Item #12.1  
March 26, 2021

| <b>Illinois Community College Board</b>              |                       |                       |               |
|--|-----------------------|-----------------------|---------------|
| <b>FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT</b> |                       |                       |               |
| <b>State General Funds</b>                           |                       |                       |               |
| <b>July 1, 2020 - February 28, 2021</b>              |                       |                       |               |
|  | FY 2021               | Year-to-Date          | %             |
|  | Appropriation         | Expenditures          | Expended      |
| <b><u>GENERAL REVENUE FUND</u></b>                   |                       |                       |               |
| <b>GRANTS TO COLLEGES AND PROVIDERS</b>              |                       |                       |               |
| City Colleges of Chicago                             | \$ 13,265,400         | \$ 9,949,050          | 75.0%         |
| P-20 Council Support                                 | 150,000               | -                     | 0.0%          |
| East St. Louis Educational Center                    | 1,457,900             | 432,646               | 29.7%         |
| Illinois Veterans Grant                              | 4,264,400             | -                     | 0.0%          |
| ILDS   | 560,300               | 255,656               | 45.6%         |
| Lincoln's Challenge Program                          | 60,200                | -                     | 0.0%          |
| Performance Grants                                   | 359,000               | -                     | 0.0%          |
| Small College  | 548,400               | 548,386               | 100.0%        |
| Alternative Schools Student Re-enrollment            | 3,000,000             | 2,250,000             | 75.0%         |
| Transitional Math and English Development            | 1,000,000             | 253,368               | 25.3%         |
| Bridge and Transition                                | 4,394,400             | 1,668,433             | 38.0%         |
| Workforce Equity Initiative                          | 19,400,000            | 9,210,572             | 47.5%         |
| <b>TOTAL</b>   | <b>\$ 48,460,000</b>  | <b>\$ 24,568,111</b>  | <b>50.7%</b>  |
| <b>OFFICE ADMINISTRATION</b>                         |                       |                       |               |
| <b>TOTAL</b>   | <b>\$ 2,083,900</b>   | <b>\$ 1,376,314</b>   | <b>66.0%</b>  |
| <b>ADULT EDUCATION</b>                               |                       |                       |               |
| Adult Education Basic Grants                         | \$ 22,651,000         | \$ 13,469,434         | 59.5%         |
| Adult Education Performance Grants                   | 11,236,700            | 6,494,976             | 57.8%         |
| <b>TOTAL</b>   | <b>\$ 33,887,700</b>  | <b>\$ 19,964,410</b>  | <b>58.91%</b> |
| <b>GED TESTING PROGRAM</b>                           |                       |                       |               |
| <b>TOTAL</b>   | <b>\$ 1,148,000</b>   | <b>\$ 372,201</b>     | <b>32.4%</b>  |
| <b>CAREER &amp; TECHNICAL EDUCATION</b>              |                       |                       |               |
| CTE LPN RN   | 500,000               | 260,250               | 52.1%         |
| CTE Administration                                   | 575,000               | 295,126               | 51.3%         |
| CTE Formula  | 15,400,000            | 7,799,999             | 50.6%         |
| CTE Early School Leavers Grants                      | 615,000               | 245,000               | 39.8%         |
| CTE Early School Leavers Administration              | 84,950                | 3,104                 | 3.7%          |
| CTE Corrections                                      | 894,450               | 596,300               | 66.7%         |
| <b>TOTAL</b>   | <b>\$ 18,069,400</b>  | <b>\$ 9,199,779</b>   | <b>50.9%</b>  |
| <b><u>EDUCATION ASSISTANCE FUND</u></b>              |                       |                       |               |
| <b>GRANTS TO COLLEGES AND PROVIDERS</b>              |                       |                       |               |
| Base Operating                                       | \$ 74,370,200         | \$ 46,274,375         | 62.2%         |
| Equalization   | 71,203,900            | 47,436,206            | 66.6%         |
| <b>TOTAL</b>   | <b>\$ 145,574,100</b> | <b>\$ 93,710,581</b>  | <b>64.4%</b>  |
| <b>GRAND TOTAL</b>                                   | <b>\$ 249,223,100</b> | <b>\$ 149,191,397</b> | <b>59.9%</b>  |

Agenda Item #12.1  
March 26, 2021

| <b>Illinois Community College Board</b>                 |                       |                      |              |
|---|-----------------------|----------------------|--------------|
| <b>FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT</b>    |                       |                      |              |
| <b>Special State Funds</b>                              |                       |                      |              |
| <b>July 1, 2020 - February 28, 2021</b>                 |                       |                      |              |
|   |                       |                      |              |
|   |                       |                      |              |
|   |                       |                      |              |
| <b><u>SPECIAL STATE FUNDS*</u></b>                      |                       |                      |              |
|   | FY 2021               | Year-to-Date         | %            |
|   | Appropriation         | Expenditures         | Expended     |
| <b>CONTRACTS AND GRANTS FUND</b>                        |                       |                      |              |
| <b>GRANTS</b>   |                       |                      |              |
| NGA   |                       | -                    |              |
| NGA - early care  |                       | 43,000               |              |
| Apprenticeship Grant                                    |                       | 173,403              |              |
| ILCCO   |                       | 928                  |              |
| Cares ACT   |                       | 2,701,112            |              |
| Advance CTE   |                       | -                    |              |
| Governor's Emergency Education Relief (GEER)            |                       | 3,137,297            |              |
|   |                       | <b>\$ 6,055,740</b>  | <b>20.9%</b> |
| <b>ADMINISTRATION</b>                                   |                       |                      |              |
| NGA   |                       | -                    |              |
| NGA - early care  |                       | -                    |              |
| ILCCO   |                       | -                    |              |
| Advance CTE   |                       | -                    |              |
|   |                       | <b>\$ 0</b>          | <b>0.0%</b>  |
| <b>TOTAL</b>  | <b>\$ 29,000,000</b>  | <b>\$ 6,055,740</b>  | <b>20.9%</b> |
| <b>GED TESTING FUND</b>                                 | <b>\$ 100,000</b>     | <b>\$ 5,470</b>      | <b>5.5%</b>  |
| <b>ICCB RESEARCH &amp; TECHNOLOGY FUND</b>              | <b>\$ 100,000</b>     | <b>\$ -</b>          | <b>0.0%</b>  |
| <b>PERSONAL PROPERTY REPLACEMENT TAX FUND</b>           | <b>\$ 105,570,000</b> | <b>\$ 79,177,500</b> | <b>75.0%</b> |
| <b>GRAND TOTAL, SPECIAL FUNDS</b>                       | <b>\$ 134,770,000</b> | <b>\$ 85,238,710</b> | <b>63.2%</b> |
| * Expenditures from these funds cannot exceed receipts. |                       |                      |              |



Agenda Item #12.1  
March 26, 2021

| <b>Illinois Community College Board</b>                        |                      |                       |                      |              |
|--|----------------------|-----------------------|----------------------|--------------|
| <b>FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT</b>           |                      |                       |                      |              |
| <b>Federal Funds</b>   |                      |                       |                      |              |
| <b>July 1, 2020 - February 28, 2021</b>                        |                      |                       |                      |              |
| <b><u>FEDERAL FUNDS*</u></b>                                   |                      |                       |                      |              |
|  | FY 2021              |                       | Year-to-Date         | %            |
|  | Appropriation        | Carryover/Transfer    | Expenditures         | Expended     |
| <b>FEDERAL ADULT EDUCATION FUND</b>                            |                      |                       |                      |              |
| <b>GRANTS TO PROVIDERS</b>                                     |                      |                       |                      |              |
| Federal Basic  | \$ 16,205,727        | \$ 3,184,381          | \$ 5,377,335         | 27.7%        |
| Federal Basic Leadership                                       | 2,332,643            | 861,639               | 838,644              | 26.3%        |
| EL Civics Grants   | 2,720,690            | 1,806,276             | 738,552              | 16.3%        |
|  | <b>\$ 21,259,060</b> | <b>\$ 5,852,297</b>   | <b>\$ 6,954,531</b>  | <b>25.7%</b> |
| <b>ADMINISTRATION</b>  |                      |                       |                      |              |
| Federal Basic  | \$ 982,165           | \$ 271,890            | \$ 706,767           | 56.4%        |
| EL Civics  | 143,194              | 137,806               | 19,785               | 7.0%         |
| Leadership   | 122,771              | -                     | 984                  | 0.8%         |
|  | <b>\$ 1,248,130</b>  | <b>\$ 409,696</b>     | <b>\$ 727,536</b>    | <b>43.9%</b> |
| <b>TOTAL</b>   | <b>\$ 22,507,190</b> | <b>\$ 6,261,993</b>   | <b>\$ 7,682,067</b>  | <b>26.7%</b> |
| <b>FEDERAL CAREER AND TECHNICAL EDUCATION FUND</b>             |                      |                       |                      |              |
| <b>GRANTS</b>  |                      |                       |                      |              |
| Perkins Program Grants   | \$ 15,447,475        | \$ 1,785,925          | \$ 4,210,421         | 24.4%        |
| Perkins Leadership   | 1,409,880            | -                     | 355,644              | 25.2%        |
| Perkins Corrections  | 363,470              | (5,272)               | -                    | 0.0%         |
| Reserve  | -                    | -                     | -                    | 0.0%         |
|  | <b>\$ 17,220,825</b> | <b>\$1,780,653.28</b> | <b>\$ 4,566,065</b>  | <b>24.0%</b> |
| <b>ADMINISTRATION</b>  |                      |                       |                      |              |
| CTE Federal  | \$ 908,675           | \$ (785,355)          | \$ 84,429            | 68.5%        |
| <b>TOTAL</b>   | <b>\$ 18,129,500</b> | <b>\$ 995,298</b>     | <b>\$ 4,650,494</b>  | <b>24.3%</b> |
| <b>ICCB FEDERAL TRUST FUND</b>                                 |                      |                       |                      |              |
| ADMINISTRATION   | \$ 525,000           | \$ -                  | \$ 32,550            | 6.2%         |
| <b>TOTAL</b>   | <b>\$ 525,000</b>    | <b>\$ -</b>           | <b>\$ 32,550</b>     | <b>6.2%</b>  |
| <b>GRAND TOTAL, FEDERAL FUNDS</b>                              | <b>\$ 41,161,690</b> | <b>\$ 7,257,291</b>   | <b>\$ 12,365,111</b> | <b>25.5%</b> |
| <i>* Expenditures from these funds cannot exceed receipts.</i> |                      |                       |                      |              |

Agenda Item #12.2

March 26, 2021

Illinois Community College Board

**SPRING 2021 LEGISLATIVE SESSION SUMMARY**  
**102<sup>nd</sup> GENERAL ASSEMBLY**

Matt Berry will provide a complete legislative report covering significant action taken by the newly seated 102<sup>nd</sup> General Assembly. The General Assembly is scheduled to adjourn May 31, 2021.

Agenda Item #12.3  
March 26, 2021

Illinois Community College Board

**FISCAL YEAR 2020 ADULT EDUCATION REPORT TO THE  
GOVERNOR AND GENERAL ASSEMBLY**

The ICCB staff is submitting to the Board the annual FY2020 Adult Education and Literacy Report to the Governor and General Assembly. The Annual Report represents a summary of the Adult Education and Literacy System and the services it provides. This report is submitted annually on March 1 in compliance with Public Act 91-0830, 105 ILCS 405/2- 4 and contains an overview of Adult Education and Literacy activities during fiscal year 2020.

These activities include: a summary of Adult Education needs and programs; federal WIOA activities under Title II Adult Education; the number of students served; High School Equivalency (HSE) information; the credit hours or units of instruction delivered; total adult education allocations including state reimbursement; performance data; and the criteria for program approval. Additionally, the report outlines how ICCB assisted the field during the initial disruption of COVID-19 in the Spring of 2020. An electronic version of this report is available at:

[https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications\\_reports/FY20\\_Report\\_to\\_Gov\\_and\\_GA.pdf](https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/FY20_Report_to_Gov_and_GA.pdf).

Illinois Community College Board

**2020 ICCB ANNUAL ENROLLMENT AND COMPLETIONS REPORT**

The Illinois Community College Board is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Fiscal Year 2020 Annual Enrollment and Completion Report derive from ICCB's Centralized Data System. This year's Annual Enrollment and Completion Report is based on fiscal year 2020 student enrollments and completions and provides comparative information from the four previous fiscal years (2016-2019). Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for 2020 and the four previous fiscal years (2016-2019).

The 2020 Annual Report on Student Enrollments and Completions Report is available at:  
[https://www.iccb.org/iccb/wp-content/pdfs/reports/Annual\\_Enroll\\_Comp\\_2020\\_Final.pdf](https://www.iccb.org/iccb/wp-content/pdfs/reports/Annual_Enroll_Comp_2020_Final.pdf)



**STUDENT ENROLLMENTS AND COMPLETIONS  
IN THE  
ILLINOIS COMMUNITY COLLEGE SYSTEM**

**FISCAL YEAR 2020**

***February 2021***

**ICCB Research & Policy Studies Division**

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

**Assistance provided by ICCB Information Technology Division**

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## INTRODUCTION

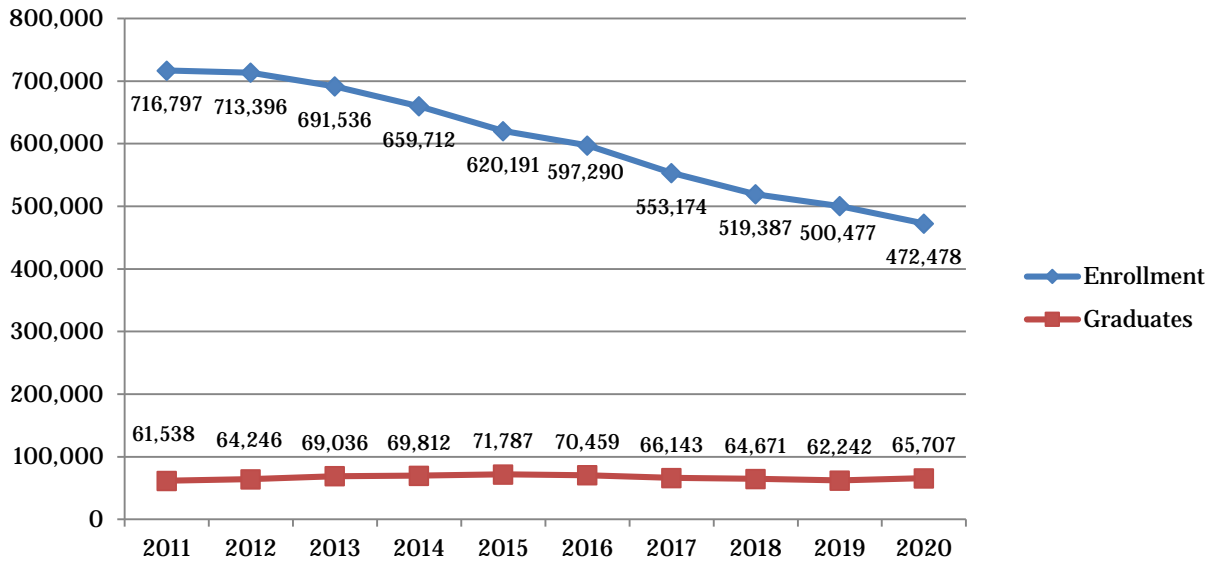
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The Illinois Community College System meets both local and statewide needs for education and workforce development by providing high-quality, accessible, cost-effective educational opportunities, programs, and services for a diverse student population. The system provides traditional and non-traditional students with smooth transitions into and across higher education and training for in-demand occupations with economic value. Community colleges create an educated and skilled workforce by increasing credential attainment, building quality career pathways, closing the skills gap, and addressing the future needs of the workforce. During the past year, faced with unprecedented challenges, all 48 Illinois Community Colleges implemented campus measures to ensure a safe instructional environment during the ongoing COVID-19 pandemic outbreak and employed substantial adjustments to instruction by moving many courses to remote or online modalities.

Beyond flexible course offerings, community colleges also extended fiscal resources to students through Coronavirus Aid, Relief, and Economic Security (CARES) Act and philanthropic funding to mitigate financial constraints to the extent possible. Still, with community colleges being open access institutions and serving a significant number of at-risk students, the pandemic has exacerbated issues for that population ranging from fiscal to technological. Illinois Community College System enrollment in the prior year is reflective of the current pandemic challenges and consistent with national community college enrollment declines.

With 65,707 earned collegiate-level degrees and certificates, fiscal year 2020 had the sixth highest annual number of graduates ever recorded for the Illinois Community College System. As illustrated in Figure 1, the annual Illinois Community College System number of program graduates increased nearly seven percent from fiscal year 2011 to 2020. During the same timeframe, enrollments decreased by thirty-four percent statewide.

**Figure 1. Illinois Community College System Credit Enrollments and Graduates, FY 2011-2020**



Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the “LDS Act”), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Annual Enrollment and Completion Report derive from ICCB’s Centralized Data System. Illinois Community Colleges submit Annual Enrollment (A1) microdata for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the microdata source of student completions. This year’s Annual Enrollment and Completion Report is based on fiscal year 2020 enrollments and completions. Comparative information is supplied from four previous fiscal years (2016-2019). Detailed tables comparing fiscal year 2019 and fiscal year 2020 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted. Thirty credit hours equal one FTE.

Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2020) and the four previous fiscal years (2016-2019). Noncredit courses provide another delivery method of education, training, and public service by community colleges to the communities they serve. Since fiscal year 1999, the Illinois community colleges have submitted Noncredit Enrollment (N1) annual microdata for students containing demographic and course information on the wide range of noncredit instruction.

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## HIGHLIGHTS OF FISCAL YEAR 2020 ANNUAL REPORT

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### Student Enrollments

- The Illinois Community College System served 612,286 students in credit and noncredit courses during fiscal year 2020. Overall combined enrollments decreased compared to last year (-7.9 percent, N = -52,687).
- Credit-generating students accounted for 77.2 percent of the overall fiscal year 2020 headcount.
- During fiscal year 2020, the 48 public community colleges in Illinois enrolled 472,478 students in instructional credit courses. This is lower than the previous year (500,477). The full-time equivalent (FTE) enrollment was 184,435, a decrease of 4.0 percent since fiscal year 2019.
- Statewide, 15,365 of 612,286 total students enrolled in both credit and noncredit courses during fiscal year 2020 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.
- Females comprised 54.3 percent of the fiscal year 2020 student population enrolled in credit-generating programs.
- Minority (non-white) students accounted for four in ten (47.4 percent) of the credit students enrolled. African American student representation decreased (8.5 percent) and accounted for 12.9 percent of all credit students. Latino student representation decreased (1.5 percent) and accounted for 25.5 percent of all credit students. Asian (5.2 percent) and Nonresident Alien (0.8 percent) student representation decreased from the previous year, while Two or More Races (2.7 percent) student representation increased.
- The median age of credit-generating students was 22.3 during fiscal year 2020, a slight decrease from the previous year. The average age also decreased from the previous year to 27.4 years in fiscal year 2020.
- Transfer remained the largest credit instructional program area enrolling 52.7 percent of fiscal year 2020 Illinois Community College System students. Enrollments in Transfer programs decreased 2.4 percent compared to the previous year.
- Statewide, Career and Technical Education credit program enrollments accounted for one-quarter of all credit students (25.2 percent). Enrollments in Career and Technical Education programs decreased 6.9 percent from last year.

- Students enrolled in Adult Education courses in community colleges comprised 9.9 percent of the credit-generating students. Enrollments in Adult Education decreased by 9.3 percent versus fiscal year 2019.
- Of the students in Adult Education, approximately 57.0 percent were enrolled in English as a Second Language (ESL) courses.
- Although 52.7 percent of the fiscal year 2020 credit student population was enrolled in the Transfer area, only 38.4 percent of all students indicated intent to transfer.
- One-half (47.0 percent) of the fiscal year 2020 credit students enrolled in the colleges indicated that they were not pursuing a degree, but attending to complete one or several courses. Participation in college to take courses instead of pursuing a degree or certificate remained similar compared to the previous year.
- More than two out of three credit students attended on a part-time basis during both the fall (67.7 percent) and spring (72.0 percent) semesters in fiscal year 2020.
- Twenty-two percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 22,140 who earned a bachelor's degree or higher.
- Illinois community college students enrolled in 5,533,042 credit hours throughout fiscal year 2020 and earned 79.0 percent of those hours.
- Accumulated credit hours were available for 81.2 percent of the fiscal year 2020 student population. Just over one-third of them (37.7 percent) attained sophomore-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 79.4 percent of the fiscal year 2020 students. One-half (52.6 percent) held an A-B average.
- In fiscal year 2020, one in eight (13.2 percent) Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, or General Studies) were enrolled in at least one developmental course—a decrease from fiscal year 2019.
- In fiscal year 2020, Illinois community college students earned 68.5 percent of the developmental credits they attempted. This percentage is up slightly from 67.3 percent in fiscal year 2019.
- Fiscal year 2020 unduplicated noncredit headcount decreased 15.0 percent over last year to 139,808 students. The duplicated headcount or “seatcount” was 16.9 percent lower than the previous year.
- Statewide, 16,976 noncredit course sections were conducted during fiscal year 2020.

- Female students accounted for 55.5 percent of 2020 noncredit enrollments for which gender data were reported.
- Minority students accounted for one-fourth (26.1 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of noncredit students was 37.9 during fiscal year 2020. The average age was 40.7 years.
- Just under one-half (46.9 percent) of the noncredit students was 40 years of age or above among the individuals who supplied this information.
- Sixty-three percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. More than one-fifth of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (14.3 percent) and Business and Industry Contractual training (6.5 percent).
- Across all categories of activity, eight broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. These eight areas accounted for more than two-thirds of the students enrolled in noncredit courses with CIP data (68.0 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (10.5 percent), Education (8.8 percent), Transportation (7.9 percent), Health Professions (5.8 percent), and Security and Protective Services (4.4 percent).
- Noncredit enrollments by term were 29.9 percent in Spring, 39.2 percent in Fall, and 30.9 percent in Summer in fiscal year 2020.
- Nearly two-thirds of the 2020 noncredit courses were held on main college campuses (62.3 percent). This includes six percent that were impacted by COVID-19.

## **Student Completions**

- A total of 65,707 collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2020.
- The number of community college completions in fiscal year 2020 is the sixth highest count ever reported.
- The number of degrees and certificates awarded increased 5.6 percent from fiscal year 2019 (+3,465 completers). Taking a longer view—compared to fiscal year 2016—the total number of fiscal year 2020 completions decreased 6.7 percent.

- Career and Technical Education accounted for the largest number of graduates (N = 34,911) in fiscal year 2020. Just over half of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2020 (53.1 percent). Career completions decreased 10.8 percent from last year.
- Transfer completions accounted for the second largest group of completers in fiscal year 2020 (N = 28,168). Four out of ten graduates earned Transfer completions (42.9 percent). The number of Transfer completions increased 39.3 percent (+7,950) from last year. Most of this increase is due to the General Education Core Curriculum Credential, which were one-third of the Transfer completions awarded.
- Twenty-six percent of the Career and Technical Education awards in fiscal year 2020 were AAS degrees.
- Females accounted for 54.4 percent of all 2020 completions.
- Career and Technical Education Certificates of Less Than One Year accounted for the largest number of male (N = 10,918) and female (N = 9,283) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 312) had the highest proportion of male graduates (86.2 percent, N = 269).
- Minority students earned 41.0 percent of the collegiate-level degrees and certificates awarded in the Illinois Community College System during fiscal year 2020. Latino students earned 22.2 percent, African American students earned 11.2 percent, and Asian students earned 4.2 percent of all degrees and certificates.
- Minorities accounted for 44.3 percent of total Transfer degree and certificate recipients.
- Similar numbers of minority graduates completed Career and Technical Education degrees and certificates (N = 13,197) and Transfer degrees and certificates (N = 12,485).
- Among the largest minority groups, Latino (N = 14,564) students completed twice as many collegiate-level awards than African American students (N = 7,331).
- Twenty-three percent of the students who were awarded degrees and certificates during fiscal year 2020 were less than 21 years of age. The other age groups with the largest percentages of graduates were 21 to 24 (35.6 percent), 25 to 30 (18.5 percent), 31 to 39 years of age (12.6 percent), and 40 to 55 years of age (9.0 percent).
- Nearly seven out of ten Transfer degree and certificate completers in 2020 indicated intent to transfer to a four-year institution.

- Approximately 16.9 percent of fiscal year 2020 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

## OVERALL FISCAL YEAR 2020 STUDENT ENROLLMENTS

The Illinois Community College System had 612,286 students in credit and noncredit courses during fiscal year 2020. Overall combined enrollments decreased compared to last year (-7.9 percent, N = -52,687).

Table 1 provides a summary comparison of fiscal year 2016 through fiscal year 2020 credit and noncredit unduplicated enrollments. Total enrollments reflect those students who may be concurrently enrolled in credit-generating and noncredit courses during the fiscal year.

Table 1  
**SUMMARY COMPARISON OF ANNUAL ENROLLMENTS  
 IN ILLINOIS PUBLIC COMMUNITY COLLEGES  
 FISCAL YEARS 2016-2020**

| Unduplicated Headcount | FY 2016      | FY 2017      | FY 2018      | FY 2019      | FY 2020       |
|------------------------|--------------|--------------|--------------|--------------|---------------|
| Credit                 | 597,290      | 553,174      | 519,387      | 500,477      | 472,478       |
| <i>% Change</i>        | <i>-3.7%</i> | <i>-7.4%</i> | <i>-6.1%</i> | <i>-3.6%</i> | <i>-5.6%</i>  |
| Noncredit              | 178,103      | 167,958      | 169,902      | 164,496      | 139,808       |
| <i>% Change</i>        | <i>-2.3%</i> | <i>-5.7%</i> | <i>1.2%</i>  | <i>-3.2%</i> | <i>-15.0%</i> |
| Total*                 | 775,393      | 721,132      | 689,289      | 664,973      | 612,286       |
| <i>% Change</i>        | <i>-3.4%</i> | <i>-7.0%</i> | <i>-4.4%</i> | <i>-3.5%</i> | <i>-7.9%</i>  |

\*Individuals may be concurrently enrolled in credit and noncredit courses

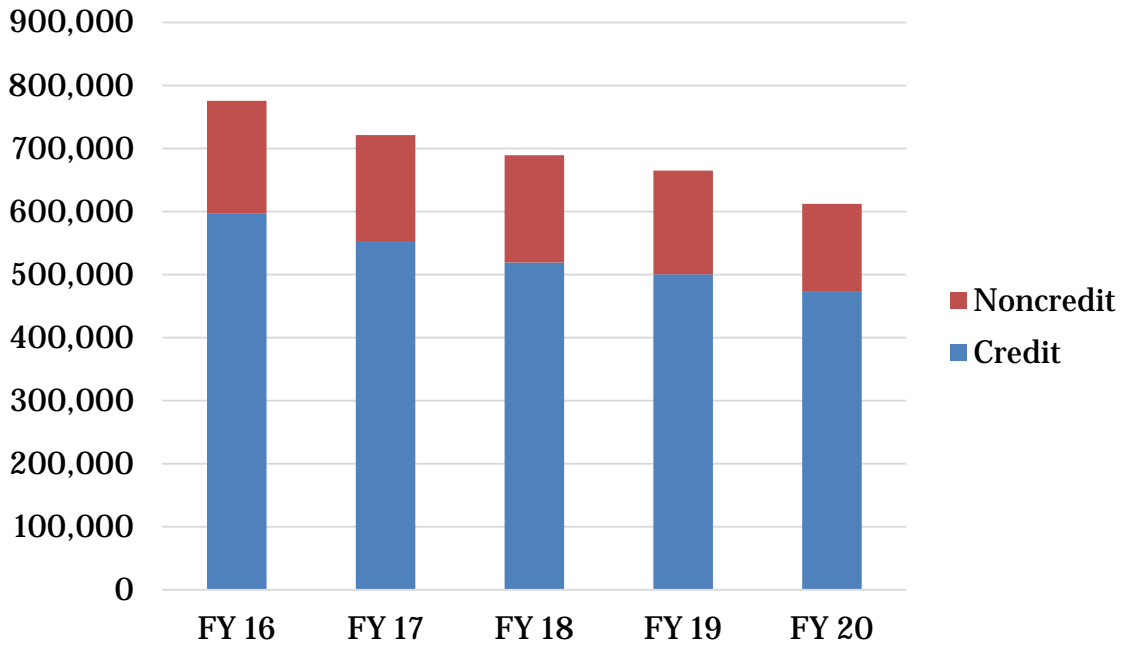
SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records and Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2016 through fiscal year 2020 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 2, credit-generating students account for 77.2 percent of the overall fiscal year 2020 headcount. Enrollments had been growing in recent years through fiscal year 2010, but have decreased each year since then. Fiscal year 2020 credit-generating enrollments and noncredit enrollments are the lowest of the most recent 5 years.



**Figure 2. Overall Annual Enrollments, FY 2016-2020**



Statewide, 15,365 of 612,286 total enrolled in both credit and noncredit courses during fiscal year 2020 (A1 and N1). While there is some minimal overlap (2.5 percent), credit and noncredit courses are meeting largely different student and community needs.

## FISCAL YEAR 2020 STUDENT CREDIT ENROLLMENTS

### Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2020 was 472,478, and full-time equivalent (FTE) students totaled 184,435. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2020 saw a decrease of 5.6 percent in credit headcount enrollment from the previous year. Fiscal year 2020 FTE enrollment decreased by about 4.0 percent compared to last year. Compared to five years ago, fiscal year 2020 credit headcount enrollments decreased by 20.9 percent. FTE enrollments have decreased 15.8 percent since 2016. Historically, for the fourth straight year credit headcount enrollments in fiscal year 2020 were at the lowest level since annual headcount enrollments were collected beginning in 1979 (N = 562,213).

Table 2  
**COMPARISON OF ANNUAL CREDIT ENROLLMENTS  
 IN ILLINOIS PUBLIC COMMUNITY COLLEGES  
 FISCAL YEARS 2016-2020**

|                 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|-----------------|---------|---------|---------|---------|---------|
| Headcount       | 597,290 | 553,174 | 519,387 | 500,477 | 472,478 |
| <i>% Change</i> | -3.7%   | -7.4%   | -6.1%   | -3.6%   | -5.6%   |
| FTE             | 219,015 | 207,498 | 199,266 | 192,209 | 184,435 |
| <i>% Change</i> | -5.2%   | -5.3%   | -4.0%   | -3.5%   | -4.0%   |

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records

Table A-1 in the Appendix provides a comparison of fiscal year 2016 through fiscal year 2020 headcount enrollments for each community college. Among Illinois' 48 community colleges, only two colleges reported increases in headcount while 38 exhibited decreases compared to fiscal year 2019. Eight colleges experienced little or no change (1.0 percent or less) during fiscal year 2020. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2016 through 2020. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis. Over the last year, six colleges experienced increases in FTE, 36 reported decreases, and six colleges experienced little or no FTE change versus fiscal year 2019.

### Male/Female Distribution

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 54.3

percent of the student population in fiscal year 2020. The percentage of male students has averaged 46.3 percent over the past five years (see Table A-3).

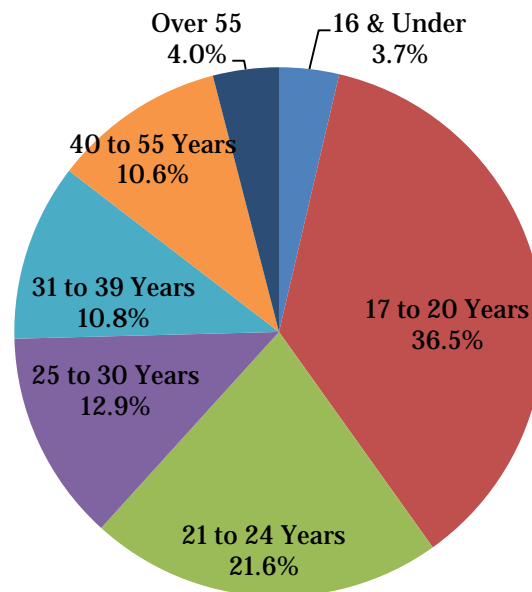
## **Ethnic Origin**

In fiscal year 2020, four in ten (47.4 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards. The number of minority students decreased 3.9 percent from fiscal year 2019 to fiscal year 2020, while the proportion of minority students increased slightly from 46.7 percent last year to 47.4 percent in fiscal year 2020. During the past five years, students from minority groups comprised an average of four in ten (45.4 percent) of the student population. Latino students (now numbering 115,779) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students (now numbering 58,717). In fiscal years 2016 through 2020, Latino students were again the largest minority group. Compared to last year, a decrease was noted in credit headcount enrollments among both African American students and Latino students. In fiscal year 2020, the number of Latino credit students enrolled decreased by 1.5 percent, and the number of African American students enrolled in Illinois community college credit courses decreased by 8.5 percent (see Table A-4).

## **Student Age**

In fiscal year 2020, the average age of Illinois community college students in credit courses was 27.4 years which is a decrease from fiscal year 2019 (27.9 years). The median age was 22.3 years, which is also lower than last year (22.7 years). Available age data are depicted in Figure 3. The largest proportion of students—one-third (36.5 percent)—was ages 17 through 20, a decrease of 0.2 percent over fiscal year 2019. The second largest proportion of students—just over one-fifth (21.6 percent)—was ages 21 through 24, a decrease of 7.3 percent over fiscal year 2019. The third largest proportion of students (12.9 percent) was 25 through 30 years of age, a decrease of 10.1 percent over fiscal year 2019. During fiscal year 2020, 10.8 percent of students was age 31 through 39, 10.6 percent was age 40 through 55, and 4.0 percent of students was over 55. Always the smallest in size, the 16 and under age group represented only 3.7 percent of the student population but increased 15.9 percent in fiscal year 2020. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

Figure 3. Age Distribution of Credit Students, FY 2020



## Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2020 enrollment decreased in all of the instructional program areas. Decreases ranged from 2.4 percent in Transfer to 21.0 percent in Vocational Skills. General Associate (-2.6 percent), Career and Technical Education (-6.9 percent), General Studies Certificate (-7.6 percent), and Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English as a Second Language (-9.3 percent) all decreased from fiscal year 2019. Longer term, between fiscal years 2016 and 2020, decreases were also seen in all of the instructional program areas—General Associate, Vocational Skills, Transfer, Career and Technical Education, General Studies Certificate, and Adult Education including English as a Second Language (ESL).

**Transfer** was the largest instructional program offered in the Illinois Community College System accounting for five out every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area decreased over the past year (-2.4 percent) and was down 10.4 percent between fiscal years 2016 and 2020.

**Career and Technical Education** programs were the second largest credit program in the Illinois Community College System, accounting for one-quarter of all credit enrollments. Career and Technical Education enrollments decreased 6.9 percent compared to last year and were down 21.5 percent since 2016. Between fiscal years 2016 and 2020, enrollment in **Vocational Skills** programs decreased by 57.4 percent, enrollment in **General Studies Certificates** programs decreased by 50.4 percent, and

enrollment in **General Associate Degree** programs decreased by 12.3 percent, (see Table A-6a).

Students enrolled in community college **Adult Education** (ABE, ASE, and ESL) courses comprised 9.9 percent of the credit generating students in fiscal year 2020. Hence, about one out of ten community college students was enrolled in Adult Education skills building coursework. Statewide, there was a 9.3 percent decrease in Adult Education enrollments over the previous year, and community college Adult Education enrollments were down 30.3 percent since fiscal year 2016. In fiscal year 2020, 57.0 percent of the students in Adult Education was enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for over one-third (37.5 percent) of statewide community college Adult Education enrollments in fiscal year 2020. Adult Education enrollment at the City Colleges of Chicago decreased 16.0 percent over last year compared to the decrease in overall enrollment of 10.3 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 4.7 percent decrease in Adult Education enrollment in fiscal year 2020 compared to last year (see Table A-6a and A-6b).

*Longer term, excluding the City Colleges of Chicago, the rest of the system experienced an overall decrease in enrollments (-20.2 percent) between 2016 and 2020. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data showed mostly similar declines for the rest of the system. The small General Studies Certificate programs recorded a 50.4 percent decline excluding the City Colleges of Chicago; however, General Associate programs were up 5.8 percent excluding City Colleges of Chicago. Decreases were also exhibited in Transfer (-10.7 percent), Career and Technical Education (-20.9 percent), and Vocational Skills (-57.4 percent) program enrollments between fiscal years 2016 and 2020 without the City Colleges. Long-term results in Adult Education were down significantly across the rest of the system (-25.3 percent) (see Table A-6b).*

### **Instructional Program Enrollments by Gender**

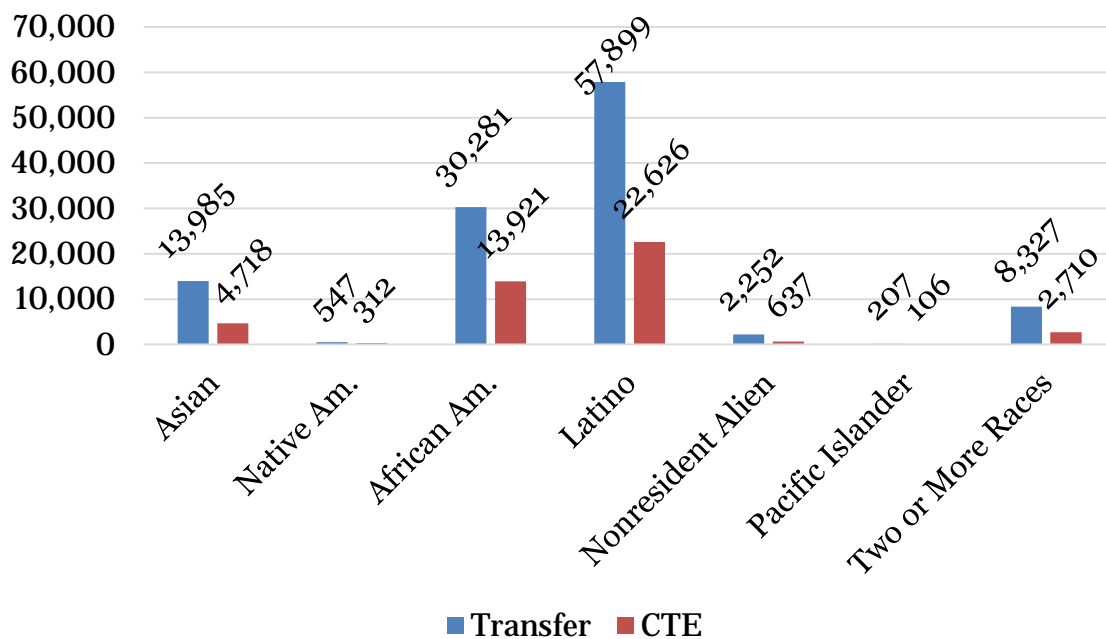
During fiscal year 2020, females outnumbered males in nearly all instructional areas; only Career and Technical Education (53.0 percent) and Vocational Skills (51.3 percent) programs contained a higher proportion of male students. The highest proportion of female students was enrolled in English as a Second Language programs (66.2 percent), followed by General Associate degree programs (65.0 percent) and General Studies Certificate programs (58.6 percent). Adult Education (ABE and ASE) programs consisted of 56.8 percent female students, while 55.8 percent of those enrolled in Transfer programs were female (see Table A-7).

### **Instructional Program Enrollments by Racial/Ethnic Origin**

Figure 4 illustrates the distribution of minorities in the two largest program areas, Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2020 indicated that the largest

percentage of students in each racial/ethnic group was enrolled in Transfer programs: Two or More Races (67.4 percent), Nonresident Alien (60.8 percent), Asian (59.7 percent), White (53.5 percent), African American (51.6 percent), Native American (50.5 percent), Pacific Islander (50.1 percent), and Latino (50.0 percent). Latino students were enrolled in a larger proportion of Transfer (50.0 percent) than English as a Second Language (14.6 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the Vocational Skills (27.7 percent), General Studies Certificate (28.1 percent), Career and Technical Education (42.0 percent), and Transfer (48.7 percent) areas (see Table A-8).

**Figure 4. Minority Enrollments in Transfer and Career and Technical Education Programs, FY 2020**



**Instructional Program Enrollments by Age**

During fiscal year 2020, more than one-half of community college credit students was under 25 years of age (61.6 percent). Two-thirds of the students under 25 enrolled in Transfer programs (67.8 percent). One out of every four (23.7 percent) credit students was between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Transfer (34.4 percent) and Career and Technical Education (33.6 percent). Overall, about one in seven Illinois community college credit students was at least 40 years of age (14.6 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (51.1 percent) which includes Career and Technical Education (31.3 percent) and short-term intensive Vocational Skills (19.8 percent) courses. Nearly one in five students aged 40 and above was pursuing a transfer program (18.8 percent) (see Table A-9).

### **Largest Career and Technical Education Programs**

The largest Career and Technical Education curricula in fiscal year 2020 included Engineering Technologies; Business, Management, Marketing, and Related Supportive Services, Other; Associate Degree in Nursing; Business Administration and Management; Nursing Assistant/Aide and Patient Care Assistant/Aide; and Criminal Justice Technology. Only one of these programs increased in enrollment, while five had decreases in enrollment compared to the previous year. Engineering Technologies was again the largest program in fiscal year 2020, with 13,135 enrollments and a decrease of 15.1 percent (-2,332 students) from fiscal year 2019. The second largest program (Business, Management, Marketing, and Related Supportive Services, Other) saw the only increase over the previous year among the largest programs (+2.7 percent; +252 students). With 9,634 students in fiscal year 2020, Associate Degree Nursing/Registered Nursing (ADN/RN) was the third largest program, and enrollment decreased by 9.6 percent (-1,026 students) over last year. ADN/RN program enrollments represent individuals who are pursuing the program but are not limited to individuals who have been formally admitted to the program. Business Administration and Management decreased 8.8 percent (-385 students) and was the fourth largest program in fiscal year 2020. Nursing Assistant decreased 11.2 percent (-446 students), and Criminal Justice decreased 7.8 percent (-279 students) in fiscal year 2020 (see Table A-10).

### **Instructional Program Enrollments by Intent**

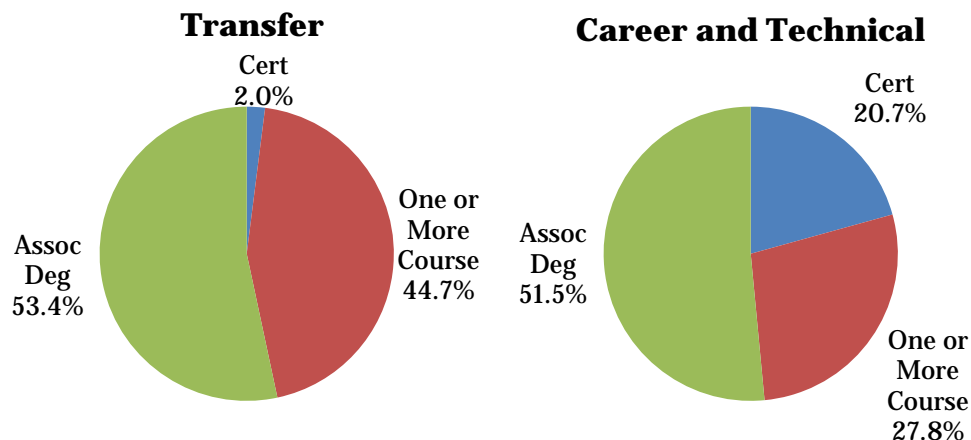
Intent data provide the primary goals that students plan to achieve as a result of their studies. Initial intent data are self-reported by students when they first enroll at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. Three out of ten students reported a workforce goal, which includes preparing for a job immediately after community college program completion (19.0 percent) and improving skills for a current position (10.5 percent). Slightly more students reported a goal of preparing for transfer to a four-year institution (38.4 percent). High school equivalency preparation was the goal for 9.0 percent of the students.

In an examination of student intent by program area, over one-half of the students in Adult Education (ABE and ASE), English as a Second Language, Career and Technical Education, Transfer, and Vocational Skills programs reported the goal that is most often associated with a given major. About three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the high school equivalency test as their reason for enrolling in these programs. Fifty-eight percent of students in Career and Technical Education programs enrolled with the intent of preparing for a job after community college or improving their job skills for their current position. Fifty-seven percent of the students enrolled in Transfer programs indicated the intent to transfer to a four-year institution. Sixty-three percent of the Vocational students enrolled with the intent of preparing for a job after community college or improving job skills for their present position (see Table A-11).

### **Instructional Program Enrollments by Degree Objective**

Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objectives convey the students' expected outcomes from attending the community college. In fiscal year 2020, 47.0 percent of all students indicated that they were enrolling with no intention of pursuing a degree—only to complete one or several courses. Figure 5 contains information on degree objective for the two largest community college programs. Transfer students were split between degree-seekers (53.4 percent) and course takers (44.7 percent). A small contingent of students in Transfer programs indicated an interest in completing a certificate, which would entail changing to a career or general studies major. Half (51.5 percent) of the Career and Technical Education students indicated they expected to complete an Associate degree, while 27.8 percent expected to complete one or several courses. One in five planned to complete a certificate. Many Career and Technical students planned to complete an entire program, while others simply wanted to improve their current skills or obtain new skills to enter a different career. At least nine out of ten students in the following program areas planned to only complete one or several courses: Vocational Skills, ABE/ASE, English as a Second Language, and General Studies Certificate (98.6; 94.6; 93.7; and 92.4 percent, respectively) (see Table A-12).

**Figure 5. Degree Objective for Transfer and Career and Technical Education, FY 2020**



### **Enrollment Hours by Term and Type of Attendance**

Part-time attendance is prevalent among community college students who are often simultaneously engaged with college coursework, careers, and family responsibilities. During the fall semester, two-thirds (67.7 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (72.0 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (300,212) is usually slightly higher than in the fall (304,064); however, in fiscal year 2020 overall enrollments in the fall were slightly higher. Enrollment was higher for part-time in spring (216,102) than in fall (205,897), but not for full-time (spring = 84,110 and fall = 98,167). More than

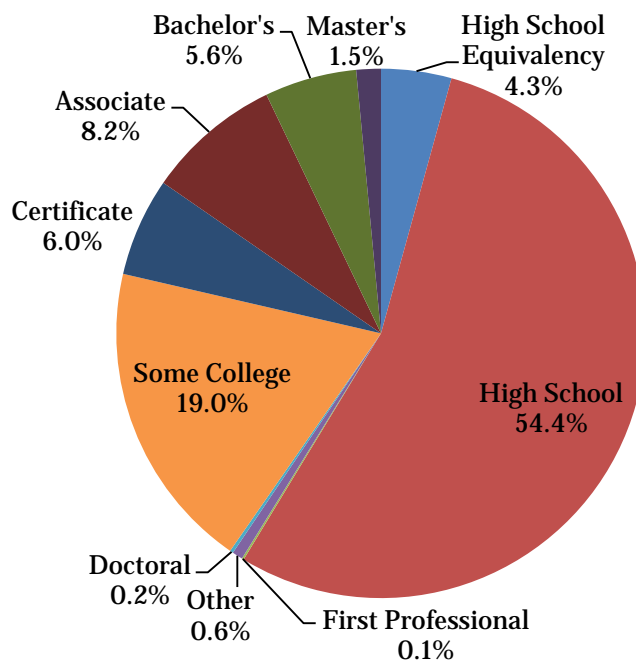


nine out of ten students (90.1 percent) attended on a part-time basis during the summer term of fiscal year 2020 (less than nine credit hours) (see Table A-13).

## Highest Degree Earned by Students Prior to Attending Community College

The prior earned degree data reiterate that community colleges serve diverse populations. Figure 6 illustrates the educational background of fiscal year 2020 students. Prior degree reporting was similar compared to last year with only about two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Nearly six in ten students entered the community college with a high school diploma/equivalency. Twenty-two percent earned some type of postsecondary certificate or degree. About 16 percent had already earned degrees at or beyond the community college level. Nineteen percent of the students had previously taken college coursework without completing a certificate or degree (see Table A-14).

**Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2020**



## Attempted vs. Earned Credit Hours

At all colleges and universities, there are students who, for a variety of reasons, are unable or unwilling to complete the requirements for the class(es) in which they enroll. In fiscal year 2020, Illinois community college students completed over 4.3 million credit hours, which was 79.0 percent of the hours they attempted. Full-time and part-time students earned a similar percentage of the hours they attempted (see Table A-15).

## Accumulated College-Level Credit Hours

Of the 383,704 students (81.2 percent) for whom data were available, nearly two-thirds (62.3 percent) accumulated less than 30 college-level hours (freshman level). About one-fifth (21.7 percent) accumulated between 30 and 59 credit hours (sophomore status), and 16.0 percent earned 60 or more credit hours (see Table A-16).

## Grade Point Averages

Cumulative grade point average (GPA) data were available for 79.4 percent of the students enrolled in fiscal year 2020. Pre-college coursework does not generate GPA information. More than four out of five students had grade point averages of 2.01 or higher, which is a “C” average or above (86.5 percent). One-half of the students (52.6 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). One-third (33.8 percent) achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (see Table A-17).

## Developmental Enrollment

During fiscal year 2020, one in eight (13.2 percent) students enrolled in Illinois community colleges—not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies—took at least one developmental course (52,400). This represented a decrease of 11.5 percent (-6,788) students since last year when there were 59,188 students enrolled in developmental courses. Over the most recent five-year period (2016-2020), the number of students enrolled in at least one developmental course decreased 32.8 percent (see Table A-19).

Nationally in 2015-16, 52.5 percent of first-year students at public 2-year institutions had ever enrolled in a remedial course, and 25.3 percent of these students were enrolled in remedial course(s) in fiscal year 2016. Nearly one in five were enrolled in remedial mathematics courses (18.6 percent). About one in ten was enrolled in remedial reading or writing (10.8 percent) courses ([National Center for Education Statistics](#), 2019).

The appendices provide additional information on the academic area(s) in which students enrolled in developmental coursework at Illinois community colleges for fiscal years 2016 through 2020 (see Table A-21). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2020, nearly six out of every ten students participating in developmental coursework needed assistance in just Math (56.9 percent). Compared to last year, Math Only developmental enrollments decreased 12.3 percent. Since fiscal year 2016, there was a decrease of 36.1 percent among students with the need to take developmental Math exclusively. In fiscal year 2020, English Only comprised 18.3 percent of the population requiring developmental assistance. About 3.0 percent of the developmental course enrollments was in Reading Only. Reading difficulties are particularly problematic since they impede an individual’s ability to acquire new knowledge through written documents, which is a foundational skill in every academic course. Additionally, 2.5 percent of the fiscal year 2020 students who enrolled in

developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs showed that nearly four in five (76.2 percent) community college students who enrolled in developmental courses required assistance with their Math skills—alone or in combination with other areas. From fiscal years 2019 to 2020, the proportion of students requiring help in Math—either alone or in combination with other areas—saw a slight decrease (77.7 percent last year). Long term, the proportion of students requiring Math skills enhancement—either alone or combined with other areas—also saw a slight decrease (81.3 percent in fiscal year 2016). Four percent of the students in developmental courses (N = 2,224) needed assistance in all three areas—Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

Overall during fiscal year 2020, Illinois Community College System students earned two-thirds (68.5 percent) of the developmental credits they attempted. This was a slight increase from fiscal year 2019 when students earned 67.3 percent of the developmental credits attempted. Looking at the five-year period of 2016 to 2020, the percentage of developmental credits earned has remained steady around two-thirds each year (see Table A-20).

## FISCAL YEAR 2020 STUDENT NONCREDIT COURSE ENROLLMENT

### Student Noncredit Course Enrollment by Community College

Illinois community colleges provide a wide range of noncredit instruction to meet a variety of community needs. Table 3 contains comparative noncredit enrollment data for the last five years. Fiscal year 1994 was the first year in which annual noncredit course enrollment data were collected. Beginning in fiscal year 2002, data are from the Noncredit Course Enrollment database (N1) which includes individual records for each student. Fiscal year 2020 is the twenty-second year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1).

Table 3  
**COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS  
IN ILLINOIS PUBLIC COMMUNITY COLLEGES  
FISCAL YEARS 2016-2020**

|                        | FY 2016      | FY 2017      | FY 2018      | FY 2019      | FY 2020       |
|------------------------|--------------|--------------|--------------|--------------|---------------|
| Unduplicated Headcount | 178,103      | 167,958      | 169,902      | 164,496      | 139,808       |
| <i>% Change</i>        | <i>-2.3%</i> | <i>-5.7%</i> | <i>1.2%</i>  | <i>-3.2%</i> | <i>-15.0%</i> |
| Duplicated Headcount   | 268,432      | 258,865      | 263,583      | 258,042      | 214,313       |
| <i>% Change</i>        | <i>-0.6%</i> | <i>-3.6%</i> | <i>1.8%</i>  | <i>-2.1%</i> | <i>-16.9%</i> |
| Course Sections        | 19,853       | 19,499       | 19,222       | 19,236       | 16,976        |
| <i>% Change</i>        | <i>-5.6%</i> | <i>-1.8%</i> | <i>-1.4%</i> | <i>0.1%</i>  | <i>-11.7%</i> |

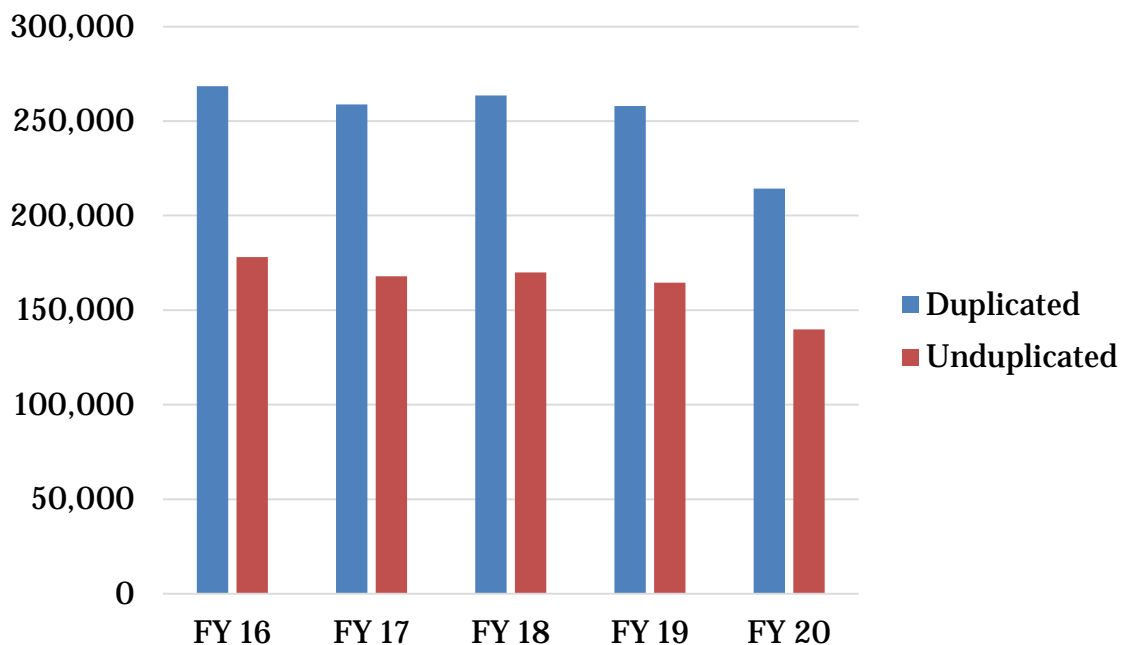
SOURCE OF DATA: ICCB Centralized Data System—Noncredit Course Enrollment (N1)

The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2016 through fiscal year 2020 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity

information is supplied—business/industry contract; professional/vocational development; personal/social development; and youth programs.

During fiscal year 2020, Illinois community colleges conducted 16,976 noncredit course sections, 11.7 percent fewer than the previous year. From fiscal years 2016 to fiscal year 2020, the total number of course sections offered through the colleges decreased 14.5 percent. Despite a decrease in course offerings over the past five years, noncredit offerings continue to be an important part of college efforts to meet community and employer needs. Figure 7 illustrates that unduplicated student enrollments decreased from fiscal year 2016 to fiscal year 2020. During fiscal year 2020, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) decreased 15.0 percent from the previous year. Over a longer time frame, unduplicated noncredit headcounts have decreased 21.5 percent over the last five fiscal years. The duplicated headcount (also known as “seatcount”) during fiscal year 2020 was 16.9 percent lower than the previous fiscal year and 20.2 percent lower than five years earlier.

**Figure 7. Noncredit Course Enrollments, FY 2016-2020**



## Characteristics of Noncredit Students

Information is available to provide additional detail about the characteristics of the students enrolled in noncredit coursework at community colleges in fiscal year 2020. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts.

Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

### **Noncredit Student Gender**

Similar to the distribution for credit programs, female students accounted for 55.5 percent of 2020 noncredit enrollments for which gender data were reported. Approximately 20.2 percent of students did not provide gender data. Gender data by category of activity show that most missing gender information was among individuals enrolled in personal and social development courses (see Table B-4).

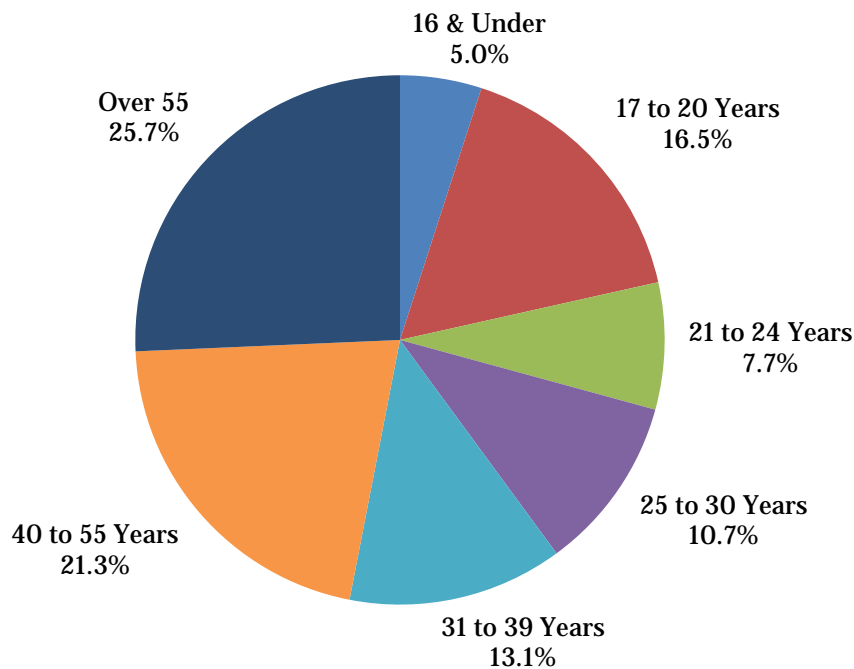
### **Noncredit Student Ethnic Origin**

Racial/ethnic reporting among noncredit students was less complete than among credit students, as more than one-third (38.2 percent) of noncredit records were missing racial/ethnic data. Minority students accounted for one-fourth (26.1 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of 45.4 percent of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (73.9 percent), Latino (11.3 percent), African American (8.8 percent), Asian (3.9 percent), Two or More Races (1.4 percent), Native American (0.3 percent), Nonresident Alien (0.3 percent), and Pacific Islander (0.2 percent) (see Table B-5).

### **Noncredit Student Age**

Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2020 was 40.7 years, and the median age was 37.9 years. Age information was missing for nearly one-quarter (24.1 percent) of noncredit students during 2020. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. Nearly one-half (46.9 percent) of noncredit students was 40 years of age or older. Nearly one-fourth (21.3 percent) of noncredit students was ages 40 to 55, and another quarter (23.8 percent) was between 25 and 39 years of age. Nearly one-third (29.2 percent) of noncredit students was under 25 years of age (see Table B-6).

**Figure 8. Age Distribution of Noncredit Students, FY 2020**

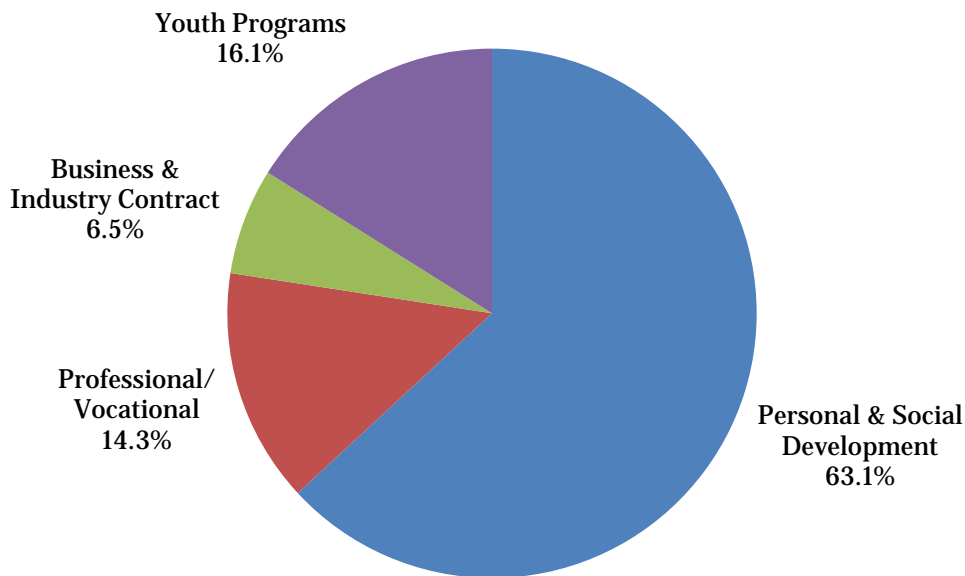


### **Noncredit Category of Activity (Duplicated)**

For state reporting purposes, noncredit coursework is grouped into four broad categories: Business and Industry Contract, Professional/Vocational Development, Personal and Social Development, and Youth Programs. Records were not added to the database unless the category of activity information was supplied. Duplicated noncredit enrollment counts are used in the category of activity information depicted in Figure 9 (also see Table B-11).

Based on a duplicated count, 63.1 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. More than one-fifth (20.8 percent) of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (14.3 percent) and Business and Industry Contractual Training (6.5 percent). These courses meet the needs of area residents who are interested in acquiring specific skills without earning academic credit. Providing customized training is an important economic development activity in which colleges collaborate with local employers to tailor content and instructional delivery to their specific requirements. Illinois community colleges are extensively relied upon to develop and deliver coursework addressing the unique training requirements of area businesses, industries, and governmental organizations. The remaining 16.1 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

**Figure 9. Category of Activity, Noncredit Course Enrollments (Duplicated), FY 2020**



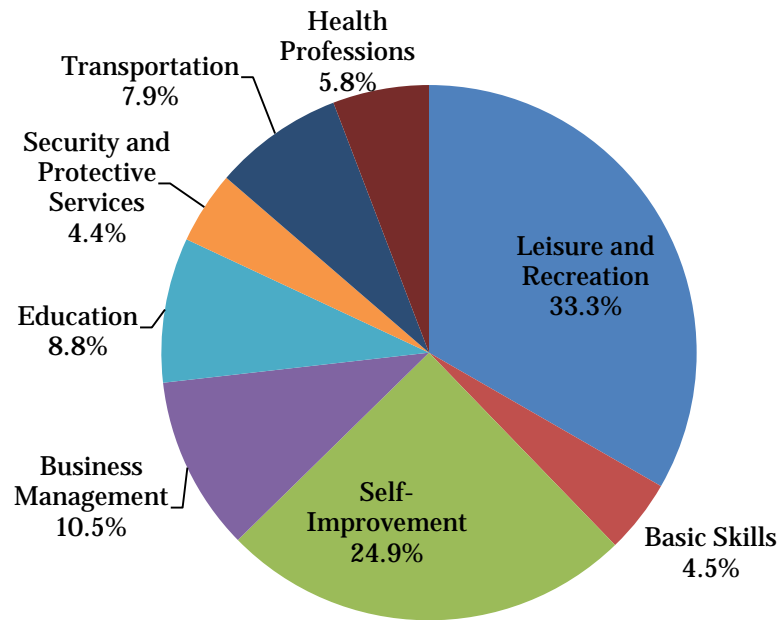
### **Largest Noncredit Offerings (Duplicated)**

Two-digit classifications of instructional program (CIP) codes provide additional information about the areas where noncredit instruction was provided. Percentages cited are based on known CIP codes.

Across all categories of activity, eight programs (two-digit CIP) had over 5,000 noncredit course enrollments. These eight program areas accounted for more than two-thirds (68.0 percent) of enrollments in noncredit courses where CIP data were reported. Approximately four out of ten enrollments in these eight programs accounted for in Figure 10 were in work-related programs: Business, Management, Marketing, and Related Supportive Services (10.5 percent); Education (8.8 percent); Transportation and Materials Moving (7.9 percent); Health Professions and Related Programs (5.8 percent); and Homeland Security, Law Enforcement, Firefighting, and Related Protective Services (4.4 percent). The two largest programs were in the following areas: Leisure and Recreational Activities (N = 48,518; 33.3 percent) and Personal Awareness and Self-Improvement (N = 36,263; 24.9 percent). Basic Skills and Developmental/Remedial Education accounted for 4.5 percent of enrollments in these eight programs (see Table B-7).



**Figure 10. Largest Noncredit Offerings (Duplicated), FY 2020**



### **Noncredit Term of Attendance (Duplicated)**

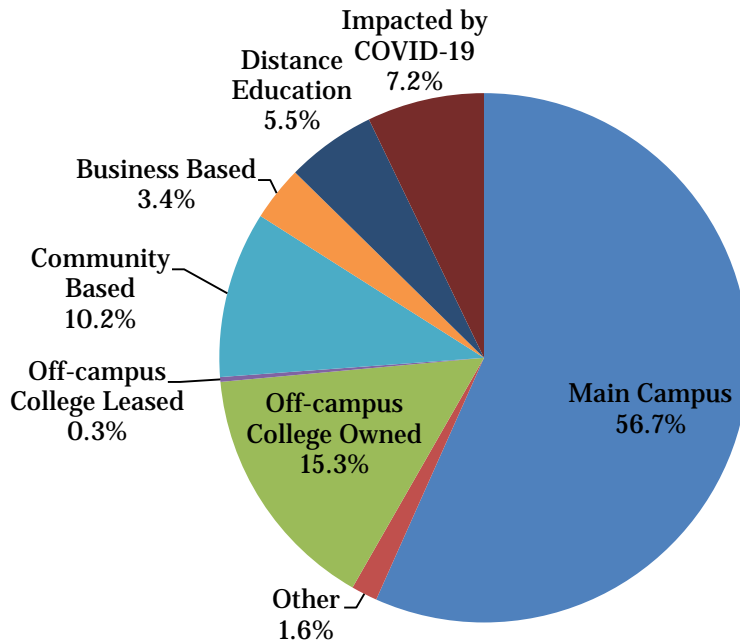
Term of enrollment was provided for all noncredit coursework for fiscal year 2020 (see Table B-9). The distribution of enrollments by term was as follows: Fall (39.2 percent), Spring (29.9 percent), and Summer (30.9 percent). The lower proportion for the Spring term can be attributed to COVID-19 related closures in the spring of 2020. Overall, the distribution is similar to fiscal year 2020 credit offerings with somewhat higher summer noncredit activity and fewer fall and spring noncredit enrollments. There were no noncredit winter offerings in fiscal year 2020.

### **Noncredit Enrollment Distribution by Site/Location (Duplicated)**

For state reporting purposes, six instructional site locations have been identified: Main Campus, Off-campus College Owned, Off-campus College Leased, Community Based, Business Based, and Distance Education. Due to COVID-19 related closures in the spring of 2020, additional codes were added to capture the impact of the pandemic on instructional site. Acquiring more complete information about community college facility utilization and needs was one of the underlying reasons for collecting more detailed noncredit data. Complete data were available on the instructional site and Figure 11 shows that over half of the enrollment occurred on main college campuses and 7.2 percent of enrollments were impacted by instructional site closures due to COVID-19 (see Table B-8).

Further information about the differences between the categories follows. Community-based sites are rented or leased, with site maintenance and upkeep the responsibility of the organization furnishing the space. Off-campus college-leased sites are controlled by the college with site maintenance and upkeep the responsibility of the college. Off-campus college-owned facilities are college-controlled branch or extension center sites located away from the main campus. Business-based sites are provided by businesses that contract for training services. Distance Education includes internet-based courses.

**Figure 11. Noncredit Distribution by Site/Location, FY 2020**



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## FISCAL YEAR 2020 COMPLETIONS

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### Degrees and Certificates Awarded by Community College

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2020 totaled 65,707. The number of community college completions in fiscal year 2020 is the sixth highest level ever reported. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded increased 5.6 percent from the previous year. Compared to fiscal year 2016, the total number of fiscal year 2020 completions decreased 6.7 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2016 through fiscal year 2020 duplicated completions for each community college. Compared to last year among the 48 colleges, 27 experienced increases in degree and certificate awards, while 21 exhibited decreases in the past year. No colleges experienced little or no change. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data.

Table 4  
**SUMMARY COMPARISON OF ANNUAL COMPLETIONS  
 IN ILLINOIS PUBLIC COMMUNITY COLLEGES  
 FISCAL YEARS 2016-2020**

|                                 | FY 2016       | FY 2017       | FY 2018       | FY 2019       | FY 2020       |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|
| Trans/Gen Assoc/<br>Gen Studies | 24,458        | 25,010        | 23,758        | 23,099        | 30,796        |
| <i>% Change</i>                 | <i>2.9%</i>   | <i>2.3%</i>   | <i>-5.0%</i>  | <i>-2.8%</i>  | <i>33.3%</i>  |
| Career and Tech                 | 46,001        | 41,133        | 40,913        | 39,143        | 34,911        |
| <i>% Change</i>                 | <i>-4.2%</i>  | <i>-10.6</i>  | <i>-0.5%</i>  | <i>-4.3%</i>  | <i>-10.8%</i> |
| <b>TOTALS</b>                   | <b>70,459</b> | <b>66,143</b> | <b>64,671</b> | <b>62,242</b> | <b>65,707</b> |
| <i>% Change</i>                 | <i>-1.8%</i>  | <i>-6.1%</i>  | <i>-2.2%</i>  | <i>-3.8%</i>  | <i>5.6%</i>   |

SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Records

### Degrees and Certificates Awarded by Program Categories

Just over half of the 65,707 completers during fiscal year 2020 received **Career and Technical Education** degrees or certificates (53.1 percent). Transfer degrees and certificates were the second most frequently awarded and accounted for 42.9 percent of all the collegiate-level completions (see Table C-2).

Looking at the trends over time, overall Career and Technical Education completions decreased (10.8 percent) compared to last year. Accordingly, a comparison of overall fiscal year 2020 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards decreased by 24.1 percent. Career and Technical Education awards recorded across the board long-term decreases. Since 2016, there has been a decrease in short-term career certificates (-7,481 graduates, or -27.0 percent). The number of longer-term career certificates awarded also decreased (-1,812 graduates or -24.8 percent). Between fiscal years 2016 and 2020, there was also a decrease in Associate in Applied Science degrees (-1,797 graduates or -16.3 percent). There were no Vocational Skills Certificates awarded in fiscal year 2020 or in 2016.

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2020 shows that more than one-half (57.9 percent) of the completions was Career Certificates of Less than One Year. About one-fourth was Associate in Applied Science degrees (26.4 percent). Longer-term Career Certificates accounted for 15.7 percent of the career program completions. No Vocational Skills Certificates were awarded in fiscal year 2020 (see Table C-2).

The total number of **Transfer** degrees and certificates awarded increased 39.3 percent compared to last fiscal year. The overall number of Transfer degrees and certificates awarded in fiscal year 2020 also increased from fiscal year 2016 (33.0 percent, N = +6,993).

A handful of colleges began awarding the General Education Core Curriculum (GECC) Credential in fiscal year 2019 (N = 405). The GECC Credential is a credential provided by the college for completion of 37 to 41 credit hours to satisfy the General Education Core Curriculum of the Illinois Articulation Initiative. In fiscal year 2020, many more colleges began awarding GECC Credentials, and the number awarded sharply increased to 8,819, which represents nearly one in seven of all completions (13.4 percent) and one-third of all Transfer completions.

Among Transfer degrees and certificates granted, the Associate in Arts (A.A.) degree was most commonly awarded (48.2 percent). The proportion of A.A. degrees granted has been relatively stable in the previous four years (around sixty percent), but the proportion of A.A. degrees has decreased to 48.2 percent in fiscal year 2020 from 66.9 percent the previous year. Nearly one-fourth (17.9 percent) of the Transfer degrees and certificates earned was an Associate in Science degree (see Table C-2).

## Summary of Graduates by Degree Categories

### **Gender of Graduates by Degree Category**

During fiscal year 2020, just more than half of the degrees and certificates was earned by females (54.4 percent). The degrees and certificates attained by the highest proportion of females were Associate in Fine Arts (71.2 percent), General Studies Certificate (66.7 percent), GECC Credential (62.6 percent), and General Associate (60.3 percent). Although small in overall number, the Associate in Engineering Science (N = 312) had the

highest proportion of male graduates (86.2 percent, N = 269). Short-term Certificates of Less Than One Year were the specific award category with the largest number of male graduates (N = 10,918). The male/female distribution within the Transfer and Career and Technical Education degree and certificate areas drive the overall gender proportion (see Table C-3).

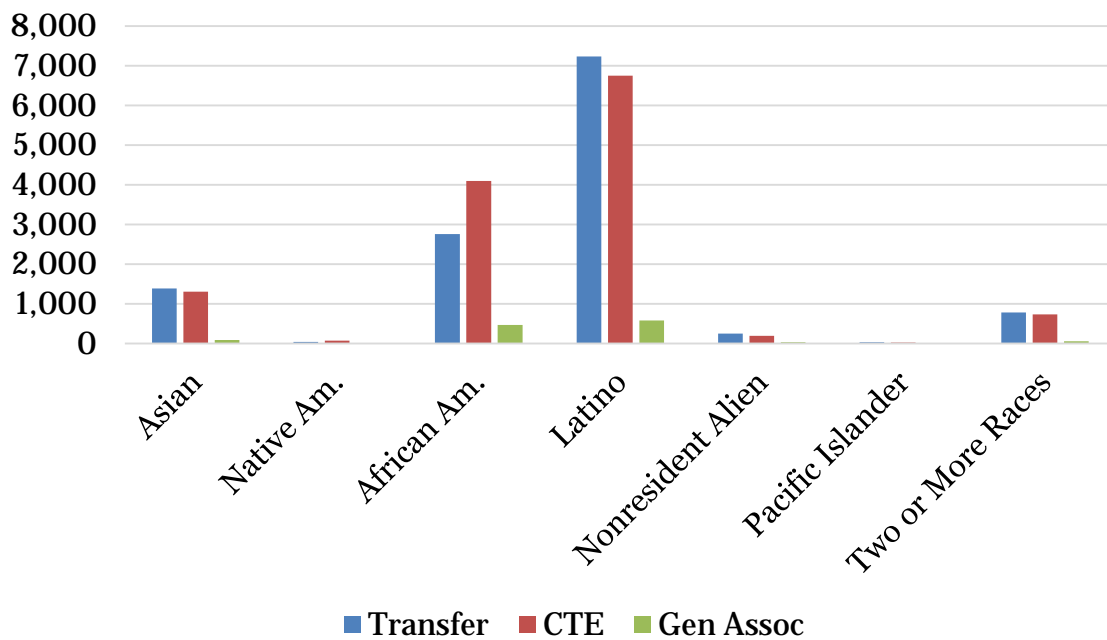
**Racial Ethnic Origin of Graduates by Degree Category**

Four in ten (41.0 percent) degrees and certificates in fiscal year 2020 were awarded to minority students (nonwhite). In Table C-4, similar numbers of minority graduates completed Career and Technical Education degrees and certificates (N = 13,197) as Transfer degrees and certificates (N = 12,485).

Four out of every ten (44.3 percent) fiscal year 2020 Transfer degrees and certificates were earned by minority students. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (44.8 percent), while 36.4 percent was GECC Credentials, and 17.2 percent was Associate in Science degrees. The overall proportion of minority Transfer completers was similar to last year.

Latino students (N = 14,564) completed twice as many collegiate-level programs than did African American students (N = 7,331) in fiscal year 2020. Figure 12 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2020 (see Table C-4).

**Figure 12. Associate Degrees Earned by Minority Students, Fiscal Year 2020**



### **Age of Graduates by Degree Category**

Twenty-three percent of all completers were in the under 21-year-old age group (22.6 percent). The youngest graduates were in Transfer (51.9 percent) and Career and Technical Education (46.5 percent) programs. The 21-24 age group accounted for one-third (35.6 percent) of all graduates. Graduates between 25 and 30 accounted for one-fifth (18.5 percent) of the total, and the 31-39 age group accounted for 12.6 percent.

Nearly half (49.4 percent) of the students 30 and under completed Transfer degrees and certificates, while 21.5 percent of graduates over the age of 30 completed Transfer programs. Seven out of ten (72.2 percent) graduates over 30 earned Career and Technical Education degrees and certificates. Generally, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

### **Intent of Graduates by Degree Category**

Self-reported intent data disclose the primary goal a student wants to achieve as a result of studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Nearly seven out of every ten students (68.7 percent) who attained a Transfer degree or certificate in fiscal year 2020 indicated that they intended to prepare for transfer to a four-year institution. Seventeen percent of these successful students indicated a desire to either prepare for a job immediately after community college or to improve present job skills—intent that would most often be associated with seeking a Career and Technical Education degree or certificate.

Similarly, 58.9 percent of those students who attained a Career and Technical Education degree or certificate indicated they were preparing for a job immediately after completing community college or improving present job skills. One-fourth (25.3 percent) of the Career and Technical Education graduates indicated that they were preparing for transfer to a four-year institution. Pursuing a Career and Technical Education degree does not preclude a student from transferring to a four-year institution (see Table C-6).

### **Degree Objective of Graduates by Degree Category**

The self-reported degree objective provides an indication of the student's expected outcome from attending the community college. One might anticipate that they would mirror student completion patterns. Four out of five (78.2 percent) students who earned Transfer degrees and certificates in fiscal year 2020 indicated that they enrolled with a desire to complete an associate degree. However, one in five (19.5 percent) indicated that they wanted to complete only one or several courses and were not pursuing a degree.

A review of Career and Technical Education graduates reveals a similar pattern: 83.1 percent of the Career and Technical Education students who earned an Associate in Applied Science degree had listed completing an associate degree as their objective. One-sixth (16.9 percent) of these students planned to only complete one or several courses or

a certificate but ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

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## CLOSING COMMENTS

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Demand for the programs and services delivered by Illinois community colleges remain strong. During fiscal year 2020, the Illinois Community College System provided education and training to 612,286 students in credit and noncredit courses. More than three quarters of these students were in credit courses. The 65,707 degrees and certificates awarded in fiscal year 2020 were the sixth highest number ever reported for Illinois Community College System graduates. This is an increase of 5.6 percent over last year and a decrease of 6.7 percent from 2016.

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## BIBLIOGRAPHY

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National Center for Education Statistics. (2019). Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: Selected years, 2003-04 through 2015-16. Digest of Education Statistics. Washington, DC: U.S. Department of Education. [https://nces.ed.gov/programs/digest/d19/tables/dt19\\_311.40.asp](https://nces.ed.gov/programs/digest/d19/tables/dt19_311.40.asp)



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## **APPENDIX A: CREDIT ENROLLMENT DATA TABLES**

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Illinois Community College Board  
Table A-1  
SUMMARY COMPARISON OF ANNUAL CREDIT HEADCOUNT ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 2016-2020

| District | College Name             | FY 2016<br>Headcount | FY 2017<br>Headcount | FY 2018<br>Headcount | FY 2019<br>Headcount | FY 2020<br>Headcount | % Change<br>2016-2020 | % Change<br>2019-2020 |
|----------|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|
| 503      | Black Hawk               | 9,830                | 9,209                | 8,110                | 7,598                | 7,014                | -28.6 %               | -7.7 %                |
| 518      | Carl Sandburg            | 2,922                | 2,966                | 3,018                | 3,036                | 2,727                | -6.7                  | -10.2                 |
| 508      | City Colleges of Chicago | (85,278)             | (77,713)             | (74,052)             | (71,314)             | (63,973)             | (-25.0)               | (-10.3)               |
| 02       | Harold Washington        | 13,946               | 12,669               | 12,593               | 12,389               | 10,984               | -21.2                 | -11.3                 |
| 04       | Harry S Truman           | 15,850               | 14,740               | 13,172               | 12,049               | 10,731               | -32.3                 | -10.9                 |
| 01       | Kennedy-King             | 6,926                | 5,793                | 5,381                | 4,868                | 3,799                | -45.1                 | -22.0                 |
| 03       | Malcolm X                | 9,513                | 9,858                | 10,347               | 10,916               | 10,344               | 8.7                   | -5.2                  |
| 05       | Olive-Harvey             | 7,479                | 5,494                | 4,892                | 4,607                | 3,740                | -50.0                 | -18.8                 |
| 06       | Richard J. Daley         | 14,263               | 12,625               | 11,498               | 11,258               | 10,341               | -27.5                 | -8.1                  |
| 07       | Wilbur Wright            | 17,301               | 16,534               | 16,169               | 15,227               | 14,034               | -18.9                 | -7.8                  |
| 502      | College of DuPage        | 46,624               | 45,144               | 43,669               | 41,901               | 39,710               | -14.8                 | -5.2                  |
| 532      | College of Lake County   | 24,952               | 24,345               | 23,794               | 22,809               | 22,861               | -8.4                  | 0.2                   |
| 507      | Danville Area            | 7,183                | 6,473                | 6,124                | 5,931                | 5,790                | -19.4                 | -2.4                  |
| 509      | Elgin                    | 16,114               | 15,211               | 15,074               | 14,547               | 14,467               | -10.2                 | -0.5                  |
| 512      | Harper                   | 25,409               | 25,158               | 23,618               | 23,364               | 23,552               | -7.3                  | 0.8                   |
| 540      | Heartland                | 8,981                | 9,167                | 8,954                | 8,608                | 8,588                | -4.4                  | -0.2                  |
| 519      | Highland                 | 4,433                | 4,106                | 3,568                | 2,944                | 2,907                | -34.4                 | -1.3                  |
| 514      | Illinois Central         | 14,122               | 13,461               | 12,989               | 12,505               | 12,302               | -12.9                 | -1.6                  |
| 529      | Illinois Eastern         | (28,827)             | (28,392)             | (26,135)             | (26,229)             | (21,869)             | (-24.1)               | (-16.6)               |
| 04       | Frontier                 | 7,651                | 8,210                | 7,094                | 8,016                | 6,529                | -14.7                 | -18.6                 |
| 01       | Lincoln Trail            | 1,544                | 1,513                | 1,599                | 1,314                | 1,108                | -28.2                 | -15.7                 |
| 02       | Olney Central            | 2,159                | 2,154                | 2,016                | 1,786                | 1,557                | -27.9                 | -12.8                 |
| 03       | Wabash Valley            | 17,473               | 16,515               | 15,426               | 15,113               | 12,675               | -27.5                 | -16.1                 |
| 513      | Illinois Valley          | 5,535                | 5,119                | 4,898                | 4,549                | 4,376                | -20.9                 | -3.8                  |
| 530      | John A. Logan            | 21,549               | 18,969               | 13,682               | 11,890               | 10,178               | -52.8                 | -14.4                 |
| 539      | John Wood                | 3,092                | 2,925                | 2,838                | 2,935                | 2,696                | -12.8                 | -8.1                  |
| 525      | Joliet Junior            | 21,901               | 22,351               | 23,177               | 23,030               | 22,871               | 4.4                   | -0.7                  |
| 520      | Kankakee                 | 8,373                | 6,820                | 6,689                | 4,913                | 4,629                | -44.7                 | -5.8                  |
| 501      | Kaskaskia                | 8,319                | 6,539                | 5,647                | 5,492                | 5,513                | -33.7                 | 0.4                   |
| 523      | Kishwaukee               | 5,644                | 5,405                | 5,116                | 4,736                | 4,508                | -20.1                 | -4.8                  |
| 517      | Lake Land                | 22,278               | 20,207               | 14,957               | 17,396               | 14,789               | -33.6                 | -15.0                 |
| 536      | Lewis and Clark          | 11,003               | 10,145               | 9,602                | 8,868                | 8,377                | -23.9                 | -5.5                  |
| 526      | Lincoln Land             | 11,649               | 11,353               | 11,135               | 10,222               | 9,665                | -17.0                 | -5.4                  |
| 528      | McHenry County           | 10,431               | 10,205               | 10,668               | 10,941               | 11,434               | 9.6                   | 4.5                   |
| 524      | Moraine Valley           | 26,598               | 25,027               | 23,362               | 22,597               | 21,075               | -20.8                 | -6.7                  |
| 527      | Morton                   | 6,942                | 6,647                | 6,254                | 6,951                | 6,682                | -3.7                  | -3.9                  |
| 535      | Oakton                   | 20,091               | 18,527               | 18,251               | 17,553               | 17,064               | -15.1                 | -2.8                  |
| 505      | Parkland                 | 19,047               | 12,686               | 12,238               | 11,367               | 10,349               | -45.7                 | -9.0                  |
| 515      | Prairie State            | 9,818                | 9,000                | 8,719                | 8,087                | 7,535                | -23.3                 | -6.8                  |
| 521      | Rend Lake                | 10,595               | 5,773                | 4,908                | 4,370                | 3,612                | -65.9                 | -17.3                 |
| 537      | Richland                 | 5,978                | 4,852                | 4,159                | 4,176                | 4,192                | -29.9                 | 0.4                   |
| 511      | Rock Valley              | 12,084               | 11,568               | 10,387               | 9,920                | 9,801                | -18.9                 | -1.2                  |
| 506      | Sauk Valley              | 3,275                | 3,086                | 2,830                | 2,785                | 2,659                | -18.8                 | -4.5                  |
| 531      | Shawnee                  | 5,796                | 4,640                | 4,209                | 3,344                | 3,006                | -48.1                 | -10.1                 |
| 510      | South Suburban           | 9,770                | 9,610                | 9,136                | 8,839                | 9,062                | -7.2                  | 2.5                   |
| 533      | Southeastern Illinois    | 4,816                | 4,147                | 3,912                | 3,778                | 3,757                | -22.0                 | -0.6                  |
| 522      | Southwestern Illinois    | 18,706               | 17,176               | 16,187               | 15,299               | 15,048               | -19.6                 | -1.6                  |
| 534      | Spoon River              | 2,562                | 2,499                | 2,315                | 2,158                | 1,986                | -22.5                 | -8.0                  |
| 504      | Triton                   | 17,832               | 18,537               | 17,777               | 17,385               | 16,431               | -7.9                  | -5.5                  |
| 516      | Waubonsee                | <u>18,931</u>        | <u>18,016</u>        | <u>17,229</u>        | <u>16,110</u>        | <u>15,423</u>        | <u>-18.5 %</u>        | <u>-4.3 %</u>         |
|          | Totals                   | 597,290              | 553,174              | 519,387              | 500,477              | 472,478              | -20.9 %               | -5.6 %                |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-2  
SUMMARY COMPARISON OF ANNUAL FTE\* ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 2016-2020

| District | College Name             | FY 2016<br>FTE | FY 2017<br>FTE | FY 2018<br>FTE | FY 2019<br>FTE | FY 2020<br>FTE | % Change<br>2016-2020 | % Change<br>2019-2020 |
|----------|--------------------------|----------------|----------------|----------------|----------------|----------------|-----------------------|-----------------------|
| 503      | Black Hawk               | 4,061          | 3,808          | 3,510          | 3,273          | 3,060          | -24.6 %               | -6.5 %                |
| 518      | Carl Sandburg            | 1,381          | 1,355          | 1,322          | 1,283          | 1,297          | -6.1                  | 1.2                   |
| 508      | City Colleges of Chicago | (37,943)       | (35,265)       | (34,083)       | (32,477)       | (30,430)       | (-19.8)               | (-6.3)                |
| 02       | Harold Washington        | 6,944          | 6,333          | 6,254          | 5,946          | 5,263          | -24.2                 | -11.5                 |
| 04       | Harry S Truman           | 7,094          | 6,488          | 5,922          | 5,366          | 4,866          | -31.4                 | -9.3                  |
| 01       | Kennedy-King             | 3,025          | 2,556          | 2,308          | 2,203          | 1,923          | -36.4                 | -12.7                 |
| 03       | Malcolm X                | 4,381          | 4,666          | 4,946          | 5,128          | 5,183          | 18.3                  | 1.1                   |
| 05       | Olive-Harvey             | 2,492          | 1,939          | 1,794          | 1,744          | 1,617          | -35.1                 | -7.3                  |
| 06       | Richard J. Daley         | 6,219          | 5,799          | 5,378          | 5,166          | 4,840          | -22.2                 | -6.3                  |
| 07       | Wilbur Wright            | 7,789          | 7,484          | 7,480          | 6,924          | 6,738          | -13.5                 | -2.7                  |
| 502      | College of DuPage        | 18,691         | 17,735         | 17,010         | 16,019         | 15,051         | -19.5                 | -6.0                  |
| 532      | College of Lake County   | 9,366          | 9,194          | 9,049          | 8,784          | 8,802          | -6.0                  | 0.2                   |
| 507      | Danville Area            | 1,946          | 1,753          | 1,717          | 1,695          | 1,627          | -16.4                 | -4.1                  |
| 509      | Elgin                    | 7,112          | 6,710          | 6,663          | 6,470          | 6,535          | -8.1                  | 1.0                   |
| 512      | Harper                   | 9,951          | 9,668          | 9,372          | 9,161          | 9,141          | -8.1                  | -0.2                  |
| 540      | Heartland                | 3,662          | 3,616          | 3,574          | 3,428          | 3,313          | -9.5                  | -3.4                  |
| 519      | Highland                 | 1,445          | 1,440          | 1,306          | 1,221          | 1,160          | -19.7                 | -5.0                  |
| 514      | Illinois Central         | 6,031          | 5,800          | 5,589          | 5,347          | 5,252          | -12.9                 | -1.8                  |
| 529      | Illinois Eastern         | (4,598)        | (4,446)        | (4,117)        | (3,981)        | (3,519)        | (-23.5)               | (-11.6)               |
| 04       | Frontier                 | 720            | 816            | 801            | 754            | 719            | -0.1                  | -4.6                  |
| 01       | Lincoln Trail            | 706            | 666            | 671            | 633            | 556            | -21.2                 | -12.2                 |
| 02       | Olney Central            | 1,102          | 1,042          | 985            | 970            | 890            | -19.2                 | -8.2                  |
| 03       | Wabash Valley            | 2,071          | 1,921          | 1,660          | 1,624          | 1,354          | -34.6                 | -16.6                 |
| 513      | Illinois Valley          | 2,242          | 2,176          | 1,920          | 1,914          | 1,841          | -17.9                 | -3.8                  |
| 530      | John A. Logan            | 3,464          | 3,117          | 3,030          | 2,877          | 2,657          | -23.3                 | -7.7                  |
| 539      | John Wood                | 1,429          | 1,408          | 1,367          | 1,389          | 1,374          | -3.9                  | -1.1                  |
| 525      | Joliet Junior            | 9,270          | 9,122          | 9,462          | 9,225          | 9,172          | -1.1                  | -0.6                  |
| 520      | Kankakee                 | 2,275          | 2,029          | 1,897          | 1,753          | 1,673          | -26.5                 | -4.5                  |
| 501      | Kaskaskia                | 3,058          | 2,535          | 2,272          | 2,299          | 2,328          | -23.9                 | 1.3                   |
| 523      | Kishwaukee               | 2,560          | 2,462          | 2,238          | 2,102          | 1,963          | -23.3                 | -6.6                  |
| 517      | Lake Land                | 6,378          | 6,057          | 5,667          | 5,776          | 5,487          | -14.0                 | -5.0                  |
| 536      | Lewis and Clark          | 3,728          | 3,537          | 3,479          | 3,379          | 3,220          | -13.6                 | -4.7                  |
| 526      | Lincoln Land             | 4,605          | 4,421          | 4,310          | 4,179          | 4,061          | -11.8                 | -2.8                  |
| 528      | McHenry County           | 4,280          | 4,080          | 4,204          | 4,268          | 4,345          | 1.5                   | 1.8                   |
| 524      | Moraine Valley           | 10,602         | 10,288         | 9,575          | 9,185          | 8,525          | -19.6                 | -7.2                  |
| 527      | Morton                   | 2,996          | 2,716          | 2,673          | 2,749          | 2,620          | -12.5                 | -4.7                  |
| 535      | Oakton                   | 6,596          | 6,245          | 6,027          | 5,870          | 5,667          | -14.1                 | -3.4                  |
| 505      | Parkland                 | 6,230          | 5,389          | 5,210          | 4,942          | 4,551          | -27.0                 | -7.9                  |
| 515      | Prairie State            | 3,620          | 3,381          | 3,334          | 3,026          | 2,872          | -20.7                 | -5.1                  |
| 521      | Rend Lake                | 2,187          | 2,073          | 1,921          | 1,896          | 1,676          | -23.4                 | -11.6                 |
| 537      | Richland                 | 2,122          | 1,819          | 1,622          | 1,644          | 1,634          | -23.0                 | -0.6                  |
| 511      | Rock Valley              | 5,572          | 5,503          | 4,895          | 4,678          | 4,736          | -15.0                 | 1.2                   |
| 506      | Sauk Valley              | 1,420          | 1,339          | 1,243          | 1,193          | 1,190          | -16.2                 | -0.2                  |
| 531      | Shawnee                  | 1,379          | 1,251          | 1,128          | 1,135          | 1,067          | -22.6                 | -6.0                  |
| 510      | South Suburban           | 3,341          | 2,996          | 2,820          | 2,678          | 2,390          | -28.5                 | -10.7                 |
| 533      | Southeastern Illinois    | 1,226          | 1,080          | 995            | 984            | 984            | -19.7                 | 0.0                   |
| 522      | Southwestern Illinois    | 7,645          | 7,259          | 6,785          | 6,383          | 6,200          | -18.9                 | -2.9                  |
| 534      | Spoon River              | 973            | 973            | 926            | 891            | 869            | -10.7                 | -2.5                  |
| 504      | Triton                   | 6,790          | 6,905          | 6,723          | 6,695          | 6,338          | -6.6                  | -5.3                  |
| 516      | Waubonsee                | <u>6,841</u>   | <u>6,545</u>   | <u>6,233</u>   | <u>5,959</u>   | <u>5,804</u>   | <u>-15.2 %</u>        | <u>-2.6 %</u>         |
|          | Totals                   | 219,015        | 207,498        | 199,266        | 192,209        | 184,435        | -15.8 %               | -4.0 %                |

\*Full-time equivalent enrollments are based on all credit hours attempted (including nonreimbursable credit hours).

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
 Table A-3  
 COMPARISON OF MALE AND FEMALE ANNUAL HEADCOUNT ENROLLMENTS  
 FISCAL YEARS 2016-2020

|                       | 2016    |        | 2017    |        | 2018    |        | 2019    |        | 2020    |        |
|-----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Male                  | 281,416 | 47.1%  | 257,869 | 46.6%  | 239,047 | 46.0%  | 230,365 | 46.0%  | 215,868 | 45.7%  |
| <i>Percent Change</i> | -3.8%   |        | -8.4%   |        | -7.3%   |        | -3.6%   |        | -6.3%   |        |
| Female                | 315,874 | 52.9%  | 295,305 | 53.4%  | 280,340 | 54.0%  | 270,112 | 54.0%  | 256,610 | 54.3%  |
| <i>Percent Change</i> | -3.6%   |        | -6.5%   |        | -5.1%   |        | -3.6%   |        | -5.0%   |        |
| Total                 | 597,290 | 100.0% | 553,174 | 100.0% | 519,387 | 100.0% | 500,477 | 100.0% | 472,478 | 100.0% |
| <i>Percent Change</i> | -3.7%   |        | -7.4%   |        | -6.1%   |        | -3.6%   |        | -5.6%   |        |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-4  
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN\*  
FISCAL YEARS 2016-2020

|                                  | 2016    |        | 2017    |        | 2018    |        | 2019    |        | 2020    |        |
|----------------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Asian                            | 26,357  | 4.6%   | 25,816  | 4.9%   | 24,590  | 4.9%   | 24,431  | 5.1%   | 23,434  | 5.2%   |
| <i>Percent Change</i>            | -6.9%   |        | -2.1%   |        | -4.7%   |        | -0.6%   |        | -4.1%   |        |
| Native American/Alaskan          | 1,566   | 0.3%   | 1,315   | 0.2%   | 1,190   | 0.2%   | 1,132   | 0.2%   | 1,083   | 0.2%   |
| <i>Percent Change</i>            | -46.8%  |        | -16.0%  |        | -9.5%   |        | -4.9%   |        | -4.3%   |        |
| African American                 | 81,478  | 14.4%  | 72,143  | 13.6%  | 67,101  | 13.5%  | 64,178  | 13.4%  | 58,717  | 12.9%  |
| <i>Percent Change</i>            | -12.3%  |        | -11.5%  |        | -7.0%   |        | -4.4%   |        | -8.5%   |        |
| Latino                           | 120,494 | 21.2%  | 118,454 | 22.3%  | 116,866 | 23.4%  | 117,542 | 24.5%  | 115,779 | 25.5%  |
| <i>Percent Change</i>            | 4.0%    |        | -1.7%   |        | -1.3%   |        | 0.6%    |        | -1.5%   |        |
| White                            | 322,940 | 56.9%  | 296,135 | 55.9%  | 272,130 | 54.6%  | 256,235 | 53.3%  | 238,685 | 52.6%  |
| <i>Percent Change</i>            | -6.5%   |        | -8.3%   |        | -8.1%   |        | -5.8%   |        | -6.8%   |        |
| Nonresident Alien                | 3,007   | 0.5%   | 3,993   | 0.8%   | 4,167   | 0.8%   | 4,129   | 0.9%   | 3,701   | 0.8%   |
| <i>Percent Change</i>            | 13.5%   |        | 32.8%   |        | 4.4%    |        | -0.9%   |        | -10.4%  |        |
| Pacific Islander/Native Hawaiian | 845     | 0.1%   | 572     | 0.1%   | 504     | 0.1%   | 464     | 0.1%   | 413     | 0.1%   |
| <i>Percent Change</i>            | -52.7%  |        | -32.3%  |        | -11.9%  |        | -7.9%   |        | -11.0%  |        |
| Two or More Races                | 11,041  | 1.9%   | 11,714  | 2.2%   | 11,858  | 2.4%   | 12,282  | 2.6%   | 12,352  | 2.7%   |
| <i>Percent Change</i>            | ---     |        | 6.1%    |        | 1.2%    |        | 3.6%    |        | 0.6%    |        |
| Total Known                      | 567,728 | 100.0% | 530,142 | 100.0% | 498,406 | 100.0% | 480,393 | 100.0% | 454,164 | 100.0% |
| All Other Unknown                | 29,562  | 5.2%   | 23,032  | 4.3%   | 20,981  | 4.2%   | 20,084  | 4.2%   | 18,314  | 4.0%   |
| TOTALS                           | 597,290 |        | 553,174 |        | 519,387 |        | 500,477 |        | 472,478 |        |

\*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-5  
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY AGE CATEGORY  
FISCAL YEARS 2016-2020

|                       | 2016    |        | 2017*   |        | 2018    |        | 2019    |        | 2020    |        |
|-----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| 16 and Under          | 11,178  | 1.9%   | 13,200  | 2.4%   | 12,878  | 2.5%   | 14,887  | 3.0%   | 17,249  | 3.7%   |
| <i>Percent Change</i> | 12.5%   |        | 18.1%   |        | -2.4%   |        | 15.6%   |        | 15.9%   |        |
| 17-20                 | 174,540 | 29.2%  | 174,663 | 31.6%  | 172,211 | 33.2%  | 172,525 | 34.5%  | 172,116 | 36.5%  |
| <i>Percent Change</i> | -1.6%   |        | 0.1%    |        | -1.4%   |        | 0.2%    |        | -0.2%   |        |
| 21-24                 | 135,125 | 22.6%  | 123,024 | 22.3%  | 117,227 | 22.6%  | 109,867 | 22.0%  | 101,891 | 21.6%  |
| <i>Percent Change</i> | -4.5%   |        | -9.0%   |        | -4.7%   |        | -6.3%   |        | -7.3%   |        |
| 25-30                 | 87,069  | 14.6%  | 78,390  | 14.2%  | 71,941  | 13.9%  | 67,530  | 13.5%  | 60,711  | 12.9%  |
| <i>Percent Change</i> | -5.0%   |        | -10.0%  |        | -8.2%   |        | -6.1%   |        | -10.1%  |        |
| 31-39                 | 77,555  | 13.0%  | 66,694  | 12.1%  | 60,251  | 11.6%  | 56,769  | 11.4%  | 51,114  | 10.8%  |
| <i>Percent Change</i> | -4.1%   |        | -14.0%  |        | -9.7%   |        | -5.8%   |        | -10.0%  |        |
| 40-55                 | 81,461  | 13.6%  | 69,259  | 12.5%  | 59,748  | 11.5%  | 56,286  | 11.3%  | 49,795  | 10.6%  |
| <i>Percent Change</i> | -2.1%   |        | -15.0%  |        | -13.7%  |        | -5.8%   |        | -11.5%  |        |
| Over 55               | 30,294  | 5.1%   | 26,974  | 4.9%   | 24,391  | 4.7%   | 21,991  | 4.4%   | 18,984  | 4.0%   |
| <i>Percent Change</i> | -2.9%   |        | -11.0%  |        | -9.6%   |        | -9.8%   |        | -13.7%  |        |
| TOTAL REPORTED        | 597,222 | 100.0% | 552,204 | 100.0% | 518,647 | 100.0% | 499,855 | 100.0% | 471,860 | 100.0% |
| Unreported Age        | 68      |        | 970     |        | 740     |        | 622     |        | 618     |        |
| TOTALS                | 597,290 |        | 553,174 |        | 519,387 |        | 500,477 |        | 472,478 |        |
| Mean Age              | 29.3    |        | 28.7    |        | 28.2    |        | 27.9    |        | 27.4    |        |
| Median Age            | 24.0    |        | 23.4    |        | 23.0    |        | 22.7    |        | 22.3    |        |

\*Revised 5/30/18

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board

Table A-6a

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS  
FISCAL YEARS 2016-2020

|                        | 2016           |               | 2017           |               | 2018           |               | 2019           |               | 2020           |               |
|------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|
| General Associate      | 32,308         | 5.4%          | 31,934         | 5.8%          | 28,417         | 5.5%          | 29,097         | 5.8%          | 28,346         | 6.0%          |
| <i>Percent Change</i>  | -18.4%         |               | -1.2%          |               | -11.0%         |               | 2.4%           |               | -2.6%          |               |
| Transfer               | 278,127        | 46.6%         | 268,677        | 48.6%         | 265,464        | 51.1%         | 255,371        | 51.0%         | 249,146        | 52.7%         |
| *(Course Enrollees)    | (88,211)       |               | (88,509)       |               | (90,561)       |               | (87,261)       |               | (85,935)       |               |
| <i>Percent Change</i>  | -2.1%          |               | -3.4%          |               | -1.2%          |               | -3.8%          |               | -2.4%          |               |
| Career & Technical Ed. | 151,988        | 25.4%         | 139,854        | 25.3%         | 131,076        | 25.2%         | 128,042        | 25.6%         | 119,269        | 25.2%         |
| *(Course Enrollees)    | (37,704)       |               | (33,053)       |               | (30,743)       |               | (30,019)       |               | (27,742)       |               |
| <i>Percent Change</i>  | -6.9%          |               | -8.0%          |               | -6.3%          |               | -2.3%          |               | -6.9%          |               |
| Vocational Skills      | 65,522         | 11.0%         | 50,571         | 9.1%          | 36,059         | 6.9%          | 35,294         | 7.1%          | 27,898         | 5.9%          |
| <i>Percent Change</i>  | 8.9%           |               | -22.8%         |               | -28.7%         |               | -2.1%          |               | -21.0%         |               |
| ABE/ASE/ESL            | 66,892         | 11.2%         | 60,329         | 10.9%         | 56,532         | 10.9%         | 51,357         | 10.3%         | 46,603         | 9.9%          |
| <i>Percent Change</i>  | -5.2%          |               | -9.8%          |               | -6.3%          |               | -9.2%          |               | -9.3%          |               |
| General Studies Cert.  | 2,453          | 0.4%          | 1,809          | 0.3%          | 1,839          | 0.4%          | 1,316          | 0.3%          | 1,216          | 0.3%          |
| <i>Percent Change</i>  | -5.3%          |               | -26.3%         |               | 1.7%           |               | -28.4%         |               | -7.6%          |               |
| <b>TOTALS</b>          | <b>597,290</b> | <b>100.0%</b> | <b>553,174</b> | <b>100.0%</b> | <b>519,387</b> | <b>100.0%</b> | <b>500,477</b> | <b>100.0%</b> | <b>472,478</b> | <b>100.0%</b> |

\* Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
 Table A-6b  
 COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS  
 FISCAL YEARS 2016-2020  
 EXCLUDING CITY COLLEGES OF CHICAGO

|                        | 2016           |               | 2017           |               | 2018           |               | 2019           |               | 2020           |               |
|------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|
| General Associate      | 18,956         | 3.7%          | 21,893         | 4.6%          | 18,862         | 4.2%          | 19,720         | 4.6%          | 20,060         | 4.9%          |
| <i>Percent Change</i>  | -14.8%         |               | 15.5%          |               | -13.8%         |               | 4.5%           |               | 1.7%           |               |
| Transfer               | 241,820        | 47.2%         | 232,449        | 48.9%         | 229,872        | 51.6%         | 219,454        | 51.1%         | 216,019        | 52.9%         |
| <i>Percent Change</i>  | -2.8%          |               | -3.9%          |               | -1.1%          |               | -4.5%          |               | -1.6%          |               |
| Career & Technical Ed. | 144,244        | 28.2%         | 134,359        | 28.3%         | 125,808        | 28.3%         | 122,796        | 28.6%         | 114,168        | 27.9%         |
| <i>Percent Change</i>  | -5.2%          |               | -6.9%          |               | -6.4%          |               | -2.4%          |               | -7.0%          |               |
| Vocational Skills      | 65,522         | 12.8%         | 50,571         | 10.6%         | 36,059         | 8.1%          | 35,294         | 8.2%          | 27,898         | 6.8%          |
| <i>Percent Change</i>  | 8.9%           |               | -22.8%         |               | -28.7%         |               | -2.1%          |               | -21.0%         |               |
| ABE/ASE/ESL            | 39,019         | 7.6%          | 34,382         | 7.2%          | 32,895         | 7.4%          | 30,583         | 7.1%          | 29,144         | 7.1%          |
| <i>Percent Change</i>  | -6.1%          |               | -11.9%         |               | -4.3%          |               | -7.0%          |               | -4.7%          |               |
| General Studies Cert.  | 2,451          | 0.5%          | 1,807          | 0.4%          | 1,839          | 0.4%          | 1,316          | 0.3%          | 1,216          | 0.3%          |
| <i>Percent Change</i>  | 5.5%           |               | -26.3%         |               | 1.8%           |               | -28.4%         |               | -7.6%          |               |
| <b>TOTALS</b>          | <b>512,012</b> | <b>100.0%</b> | <b>475,461</b> | <b>100.0%</b> | <b>445,335</b> | <b>100.0%</b> | <b>429,163</b> | <b>100.0%</b> | <b>408,505</b> | <b>100.0%</b> |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board

Table A-7

FISCAL YEAR 2020 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS  
BY GENDER



|  | Male                         |       | Female                       |       | Total                        |        |
|--|------------------------------|-------|------------------------------|-------|------------------------------|--------|
| General Associate<br>(1.0)                             | 9,932<br>4.6%                | 35.0% | 18,414<br>7.2%               | 65.0% | 28,346<br>6.0%               | 100.0% |
| Transfer<br>*(Course Enrollees)<br>(1.1)               | 110,228<br>(38,580)<br>51.1% | 44.2% | 138,918<br>(47,355)<br>54.1% | 55.8% | 249,146<br>(85,935)<br>52.7% | 100.0% |
| Career & Technical Ed.<br>*(Course Enrollees)<br>(1.2) | 63,258<br>(18,319)<br>29.3%  | 53.0% | 56,011<br>(9,423)<br>21.8%   | 47.0% | 119,269<br>(27,742)<br>25.2% | 100.0% |
| Vocational Skills<br>(1.6)                             | 14,323<br>6.6%               | 51.3% | 13,575<br>5.3%               | 48.7% | 27,898<br>5.9%               | 100.0% |
| ABE/ASE<br>(1.7/1.8)                                   | 8,650<br>4.0%                | 43.2% | 11,396<br>4.4%               | 56.8% | 20,046<br>4.2%               | 100.0% |
| ESL<br>(1.9)   | 8,974<br>4.2%                | 33.8% | 17,583<br>6.9%               | 66.2% | 26,557<br>5.6%               | 100.0% |
| General Studies Cert.<br>(1.5)                         | 503<br>0.2%                  | 41.4% | 713<br>0.3%                  | 58.6% | 1,216<br>0.3%                | 100.0% |
| TOTALS   | 215,868<br>100.0%            | 45.7% | 256,610<br>100.0%            | 54.3% | 472,478<br>100.0%            | 100.0% |

\*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-8  
FISCAL YEAR 2020 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS  
BY RACIAL/ETHNIC ORIGIN\*\*

|  | Asian                      |       | Native American       |      | African American           |       | Latino                      |       | White                        |       | Nonresident Alien       |      | Pacific Islander     |      | Two or More Races         |      | Unknown                   |       | Total                        |        |
|--|----------------------------|-------|-----------------------|------|----------------------------|-------|-----------------------------|-------|------------------------------|-------|-------------------------|------|----------------------|------|---------------------------|------|---------------------------|-------|------------------------------|--------|
| General Associate (1.0)                          | 901<br>3.8%                | 3.2%  | 71<br>6.6%            | 0.3% | 5,870<br>10.0%             | 20.7% | 7,831<br>6.8%               | 27.6% | 11,885<br>5.0%               | 41.9% | 219<br>5.9%             | 0.8% | 30<br>7.3%           | 0.1% | 820<br>6.6%               | 2.9% | 719<br>3.9%               | 2.5%  | 28,346<br>6.0%               | 100.0% |
| Transfer *(Course Enrollees) (1.1)               | 13,985<br>(5,159)<br>59.7% | 5.6%  | 547<br>(181)<br>50.5% | 0.2% | 30,281<br>(8,139)<br>51.6% | 12.2% | 57,899<br>(15,194)<br>50.0% | 23.2% | 127,709<br>(50,153)<br>53.5% | 51.3% | 2,252<br>(654)<br>60.8% | 0.9% | 207<br>(59)<br>50.1% | 0.1% | 8,327<br>(2,749)<br>67.4% | 3.3% | 7,939<br>(3,647)<br>43.3% | 3.2%  | 249,146<br>(85,935)<br>52.7% | 100.0% |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 4,718<br>(797)<br>20.1%    | 4.0%  | 312<br>(67)<br>28.8%  | 0.3% | 13,921<br>(1,940)<br>23.7% | 11.7% | 22,626<br>(3,055)<br>19.5%  | 19.0% | 69,150<br>(19,140)<br>29.0%  | 58.0% | 637<br>(49)<br>17.2%    | 0.5% | 106<br>(14)<br>25.7% | 0.1% | 2,710<br>(385)<br>21.9%   | 2.3% | 5,089<br>(2,295)<br>27.8% | 4.3%  | 119,269<br>(27,742)<br>25.2% | 100.0% |
| Vocational Skills (1.6)                          | 350<br>1.5%                | 1.3%  | 76<br>7.0%            | 0.3% | 2,264<br>3.9%              | 8.1%  | 1,794<br>1.5%               | 6.4%  | 20,165<br>8.4%               | 72.3% | 61<br>1.6%              | 0.2% | 32<br>7.7%           | 0.1% | 205<br>1.7%               | 0.7% | 2,951<br>16.1%            | 10.6% | 27,898<br>5.9%               | 100.0% |
| ABE/ASE (1.7/1.8)                                | 814<br>3.5%                | 4.1%  | 54<br>5.0%            | 0.3% | 4,766<br>8.1%              | 23.8% | 8,598<br>7.4%               | 42.9% | 4,942<br>2.1%                | 24.7% | 88<br>2.4%              | 0.4% | 18<br>4.4%           | 0.1% | 225<br>1.8%               | 1.1% | 541<br>3.0%               | 2.7%  | 20,046<br>4.2%               | 100.0% |
| ESL (1.9)  | 2,645<br>11.3%             | 10.0% | 19<br>1.8%            | 0.1% | 1,549<br>2.6%              | 5.8%  | 16,912<br>14.6%             | 63.7% | 3,960<br>1.7%                | 14.9% | 425<br>11.5%            | 1.6% | 20<br>4.8%           | 0.1% | 56<br>0.5%                | 0.2% | 971<br>5.3%               | 3.7%  | 26,557<br>5.6%               | 100.0% |
| General Studies Cert. (1.5)                      | 21<br>0.1%                 | 1.7%  | 4<br>0.4%             | 0.3% | 66<br>0.1%                 | 5.4%  | 119<br>0.1%                 | 9.8%  | 874<br>0.4%                  | 71.9% | 19<br>0.5%              | 1.6% | 0<br>0.0%            | 0.0% | 9<br>0.1%                 | 0.7% | 104<br>0.6%               | 8.6%  | 1,216<br>0.3%                | 100.0% |
| TOTALS   | 23,434<br>100.0%           | 5.0%  | 1,083<br>100.0%       | 0.2% | 58,717<br>100.0%           | 12.4% | 115,779<br>100.0%           | 24.5% | 238,685<br>100.0%            | 50.5% | 3,701<br>100.0%         | 0.8% | 413<br>100.0%        | 0.1% | 12,352<br>100.0%          | 2.6% | 18,314<br>100.0%          | 3.9%  | 472,478<br>100.0%            | 100.0% |

\*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

\*\*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-9  
FISCAL YEAR 2020 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS  
BY AGE GROUP

|  | 16 & Under                 |      | 17-20                        |       | 21-24                       |       | 25-30                      |       | 31-39                      |       | 40-55                      |       | Over 55                   |       | Unknown               |      | Total                        |        |
|--|----------------------------|------|------------------------------|-------|-----------------------------|-------|----------------------------|-------|----------------------------|-------|----------------------------|-------|---------------------------|-------|-----------------------|------|------------------------------|--------|
| General Associate<br>(1.0)                             | 247<br>1.4%                | 0.9% | 11,026<br>6.4%               | 38.9% | 5,832<br>5.7%               | 20.6% | 4,447<br>7.3%              | 15.7% | 3,581<br>7.0%              | 12.6% | 2,602<br>5.2%              | 9.2%  | 582<br>3.1%               | 2.1%  | 29<br>4.7%            | 0.1% | 28,346<br>6.0%               | 100.0% |
| Transfer<br>*(Course Enrollees)<br>(1.1)               | 11,537<br>(7,781)<br>66.9% | 4.6% | 122,434<br>(47,350)<br>71.1% | 49.1% | 63,581<br>(15,917)<br>62.4% | 25.5% | 24,729<br>(5,690)<br>40.7% | 9.9%  | 13,775<br>(3,684)<br>26.9% | 5.5%  | 9,296<br>(3,247)<br>18.7%  | 3.7%  | 3,619<br>(2,127)<br>19.1% | 1.5%  | 175<br>(139)<br>28.3% | 0.1% | 249,146<br>(85,935)<br>52.7% | 100.0% |
| Career & Technical Ed.<br>*(Course Enrollees)<br>(1.2) | 3,799<br>(3,670)<br>22.0%  | 3.2% | 31,158<br>(8,502)<br>18.1%   | 26.1% | 25,178<br>(1,788)<br>24.7%  | 21.1% | 20,187<br>(2,246)<br>33.3% | 16.9% | 17,393<br>(3,477)<br>34.0% | 14.6% | 16,132<br>(5,031)<br>32.4% | 13.5% | 5,365<br>(2,997)<br>28.3% | 4.5%  | 57<br>(31)<br>9.2%    | 0.0% | 119,269<br>(27,742)<br>25.2% | 100.0% |
| Vocational Skills<br>(1.6)                             | 1,504<br>8.7%              | 5.4% | 1,760<br>1.0%                | 6.3%  | 1,997<br>2.0%               | 7.2%  | 3,551<br>5.8%              | 12.7% | 5,149<br>10.1%             | 18.5% | 8,442<br>17.0%             | 30.3% | 5,185<br>27.3%            | 18.6% | 310<br>50.2%          | 1.1% | 27,898<br>5.9%               | 100.0% |
| ABE/ASE<br>(1.7/1.8)                                   | 125<br>0.7%                | 0.6% | 4,149<br>2.4%                | 20.7% | 2,979<br>2.9%               | 14.9% | 3,485<br>5.7%              | 17.4% | 4,021<br>7.9%              | 20.1% | 4,022<br>8.1%              | 20.1% | 1,242<br>6.5%             | 6.2%  | 23<br>3.7%            | 0.1% | 20,046<br>4.2%               | 100.0% |
| ESL<br>(1.9)   | 10<br>0.1%                 | 0.0% | 1,168<br>0.7%                | 4.4%  | 2,211<br>2.2%               | 8.3%  | 4,212<br>6.9%              | 15.9% | 7,087<br>13.9%             | 26.7% | 9,085<br>18.2%             | 34.2% | 2,763<br>14.6%            | 10.4% | 21<br>3.4%            | 0.1% | 26,557<br>5.6%               | 100.0% |
| General Studies Cert.<br>(1.5)                         | 27<br>0.2%                 | 2.2% | 421<br>0.2%                  | 34.6% | 113<br>0.1%                 | 9.3%  | 100<br>0.2%                | 8.2%  | 108<br>0.2%                | 8.9%  | 216<br>0.4%                | 17.8% | 228<br>1.2%               | 18.8% | 3<br>0.5%             | 0.2% | 1,216<br>0.3%                | 100.0% |
| TOTALS   | 17,249<br>100.0%           | 3.7% | 172,116<br>100.0%            | 36.4% | 101,891<br>100.0%           | 21.6% | 60,711<br>100.0%           | 12.8% | 51,114<br>100.0%           | 10.8% | 49,795<br>100.0%           | 10.5% | 18,984<br>100.0%          | 4.0%  | 618<br>100.0%         | 0.1% | 472,478<br>100.0%            | 100.0% |

\*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-10  
COMPARATIVE SUMMARY OF CAREER AND TECHNICAL EDUCATION CURRICULA  
ENROLLMENTS OVER 3,500  
IN FISCAL YEAR 2019 OR 2020

| CURRICULA & CIP  | FY<br>2019 | FY<br>2020 | Number<br>Change | Percent<br>Change |
|--|------------|------------|------------------|-------------------|
| Engineering Technologies<br>159999   | 15,467     | 13,135     | -2,332           | -15.1%            |
| Business, Management, Marketing & Related Supportive Services, Other<br>529999 | 9,478      | 9,730      | 252              | 2.7%              |
| Associate Degree Nursing (ADN/RN)<br>513801                                    | 10,660     | 9,634      | -1,026           | -9.6%             |
| Business Administration and Management<br>520201                               | 4,372      | 3,987      | -385             | -8.8%             |
| Nursing Assistant/Aide and Patient Care Assistant/Aide<br>513902               | 3,988      | 3,542      | -446             | -11.2%            |
| Criminal Justice Technology<br>430107  | 3,596      | 3,317      | -279             | -7.8%             |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-11  
FISCAL YEAR 2020 ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS  
BY STUDENT INTENT\*

|  | Prepare for Transfer to Four-Year Institution |              | Improve Present Job Skills  |              | Prepare for Job After Community College |              | Improve Basic Skills or Prepare for High School Equivalency |             | Personal Interest/ Self Development |             | Other or No Indication      |              | Total                        |               |
|--|---|--------------|-----------------------------|--------------|---|--------------|---|-------------|-------------------------------------|-------------|-----------------------------|--------------|------------------------------|---------------|
| General Associate (1.0)                            | 10,942<br>6.0%                                | 38.6%        | 1,300<br>2.6%               | 4.6%         | 9,690<br>10.8%                          | 34.2%        | 424<br>1.0%   | 1.5%        | 1,903<br>4.3%                       | 6.7%        | 4,087<br>6.3%               | 14.4%        | 28,346<br>6.0%               | 100.0%        |
| Transfer ** (Course Enrollees) (1.1)               | 142,060<br>(34,725)<br>78.3%                  | 57.0%        | 7,735<br>(2,379)<br>15.5%   | 3.1%         | 32,227<br>(6,654)<br>35.9%              | 12.9%        | 4,167<br>(2,666)<br>9.8%                                    | 1.7%        | 29,412<br>(24,228)<br>65.9%         | 11.8%       | 33,545<br>(15,283)<br>52.1% | 13.5%        | 249,146<br>(85,935)<br>52.7% | 100.0%        |
| Career & Technical Ed. ** (Course Enrollees) (1.2) | 25,636<br>(2,046)<br>14.1%                    | 21.5%        | 23,604<br>(12,057)<br>47.4% | 19.8%        | 45,700<br>(3,726)<br>50.9%              | 38.3%        | 1,525<br>(287)<br>3.6%                                      | 1.3%        | 6,910<br>(3,087)<br>15.5%           | 5.8%        | 15,894<br>(6,539)<br>24.7%  | 13.3%        | 119,269<br>(27,742)<br>25.2% | 100.0%        |
| Vocational Skills (1.6)                            | 2,157<br>1.2%                                 | 7.7%         | 16,201<br>32.6%             | 58.1%        | 1,361<br>1.5%                           | 4.9%         | 251<br>0.6%   | 0.9%        | 3,977<br>8.9%                       | 14.3%       | 3,951<br>6.1%               | 14.2%        | 27,898<br>5.9%               | 100.0%        |
| ABE/ASE (1.7/1.8)                                  | 231<br>0.1%                                   | 1.2%         | 345<br>0.7%                 | 1.7%         | 429<br>0.5%                             | 2.1%         | 16,793<br>39.6%   | 83.8%       | 316<br>0.7%                         | 1.6%        | 1,932<br>3.0%               | 9.6%         | 20,046<br>4.2%               | 100.0%        |
| ESL (1.9)  | 121<br>0.1%                                   | 0.5%         | 288<br>0.6%                 | 1.1%         | 338<br>0.4%                             | 1.3%         | 19,243<br>45.4%   | 72.5%       | 1,789<br>4.0%                       | 6.7%        | 4,778<br>7.4%               | 18.0%        | 26,557<br>5.6%               | 100.0%        |
| General Studies Cert. (1.5)                        | 261<br>0.1%                                   | 21.5%        | 290<br>0.6%                 | 23.8%        | 93<br>0.1%                              | 7.6%         | 19<br>0.0%  | 1.6%        | 349<br>0.8%                         | 28.7%       | 204<br>0.3%                 | 16.8%        | 1,216<br>0.3%                | 100.0%        |
| <b>TOTALS</b>                                      | <b>181,408<br/>100.0%</b>                     | <b>38.4%</b> | <b>49,763<br/>100.0%</b>    | <b>10.5%</b> | <b>89,838<br/>100.0%</b>                | <b>19.0%</b> | <b>42,422<br/>100.0%</b>                                    | <b>9.0%</b> | <b>44,656<br/>100.0%</b>            | <b>9.5%</b> | <b>64,391<br/>100.0%</b>    | <b>13.6%</b> | <b>472,478<br/>100.0%</b>    | <b>100.0%</b> |

\*Current student intent is examined. When not available, student intent at time of college entrance is used.

\*\*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board  
Table A-12  
FISCAL YEAR 2020 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS  
BY DEGREE OBJECTIVE



|  | Complete One<br>or Several<br>Courses - Not<br>Pursuing Degree |              | To Complete<br>a Certificate   |             | To Complete<br>an Associate<br>Degree |              | No<br>Indication      |             | Total                           |               |
|--|--|--------------|--------------------------------|-------------|---------------------------------------|--------------|-----------------------|-------------|---------------------------------|---------------|
| General Associate<br>(1.0)                             | 5,437<br>2.4%  | 19.2%        | 1,123<br>3.5%                  | 4.0%        | 21,786<br>10.0%                       | 76.9%        | 0<br>--               | 0.0%        | 28,346<br>6.0%                  | 100.0%        |
| Transfer<br>*(Course Enrollees)<br>(1.1)               | 111,274<br>(81,876)<br>50.1%                                   | 44.7%        | 4,875<br>(2,316)<br>15.3%      | 2.0%        | 132,997<br>(1,743)<br>60.9%           | 53.4%        | 0<br>(0)<br>--        | 0.0%        | 249,146<br>(85,935)<br>52.7%    | 100.0%        |
| Career & Technical Ed.<br>*(Course Enrollees)<br>(1.2) | 33,114<br>(24,489)<br>14.9%                                    | 27.8%        | 24,739<br>(225)<br>77.6%       | 20.7%       | 61,416<br>(3,028)<br>28.1%            | 51.5%        | 0<br>(0)<br>--        | 0.0%        | 119,269<br>(27,742)<br>25.2%    | 100.0%        |
| Vocational Skills<br>(1.6)                             | 27,499<br>12.4%  | 98.6%        | 145<br>0.5%                    | 0.5%        | 254<br>0.1%                           | 0.9%         | 0<br>--               | 0.0%        | 27,898<br>5.9%                  | 100.0%        |
| ABE/ASE<br>(1.7/1.8)                                   | 18,960<br>8.5%   | 94.6%        | 395<br>1.2%                    | 2.0%        | 691<br>0.3%                           | 3.4%         | 0<br>--               | 0.0%        | 20,046<br>4.2%                  | 100.0%        |
| ESL<br>(1.9)   | 24,884<br>11.2%  | 93.7%        | 552<br>1.7%                    | 2.1%        | 1,121<br>0.5%                         | 4.2%         | 0<br>--               | 0.0%        | 26,557<br>5.6%                  | 100.0%        |
| General Studies Cert.<br>(1.5)                         | 1,123<br>0.5%  | 92.4%        | 64<br>0.2%                     | 5.3%        | 29<br>0.0%                            | 2.4%         | 0<br>--               | 0.0%        | 1,216<br>0.3%                   | 100.0%        |
| <b>TOTALS</b>  | <b>222,291</b><br><b>100.0%</b>                                | <b>47.0%</b> | <b>31,893</b><br><b>100.0%</b> | <b>6.8%</b> | <b>218,294</b><br><b>100.0%</b>       | <b>46.2%</b> | <b>0</b><br><b>--</b> | <b>0.0%</b> | <b>472,478</b><br><b>100.0%</b> | <b>100.0%</b> |

\*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board  
 Table A-13  
 FISCAL YEAR 2020 DUPLICATED HEADCOUNT ENROLLMENTS  
 BY TERM AND TYPE OF ATTENDANCE



|        | Part-time |       | Full-time |       | Total   |        |
|--------|-----------|-------|-----------|-------|---------|--------|
| Summer | 124,304   | 90.1% | 13,659    | 9.9%  | 137,963 | 100.0% |
| Fall   | 205,897   | 67.7% | 98,167    | 32.3% | 304,064 | 100.0% |
| Winter | 0         | --    | 0         | --    | 0       | --     |
| Spring | 216,102   | 72.0% | 84,110    | 28.0% | 300,212 | 100.0% |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-14  
FISCAL YEAR 2020 HEADCOUNT ENROLLMENTS  
(EXCLUDING ADULT EDUCATION)  
BY HIGHEST DEGREE EARNED PRIOR TO ENROLLMENT

| DEGREE                    | Enrollment | % of Known |
|---------------------------|------------|------------|
| High School Equivalency   | 12,769     | 4.3%       |
| High School               | 161,752    | 54.4%      |
| Some College Courses      | 56,372     | 19.0%      |
| Certificate               | 17,897     | 6.0%       |
| Associate Degree          | 24,521     | 8.2%       |
| Bachelor's Degree         | 16,730     | 5.6%       |
| Master's Degree           | 4,456      | 1.5%       |
| First Professional Degree | 351        | 0.1%       |
| Doctoral Degree           | 603        | 0.2%       |
| Other                     | 1,916      | 0.6%       |
| Total Known               | 297,367    | 100.0%     |
| None/Unknown              | 175,111    |            |
| Total                     | 472,478    |            |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data





Illinois Community College Board  
 Table A-15  
 FISCAL YEAR 2020 HOURS ATTEMPTED VERSUS HOURS EARNED  
 BY TERM AND ENROLLMENT STATUS

| TERM   | PART-TIME |           |          | FULL-TIME |           |          | TOTAL     |           |          |
|--------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|
|        | Attempted | Earned    | % Earned | Attempted | Earned    | % Earned | Attempted | Earned    | % Earned |
| Summer | 524,315   | 435,395   | 83.0%    | 148,082   | 115,156   | 77.8%    | 672,397   | 550,551   | 81.9%    |
| Fall   | 1,117,225 | 864,054   | 77.3%    | 1,389,678 | 1,112,814 | 80.1%    | 2,506,903 | 1,976,868 | 78.9%    |
| Winter | 0         | 0         | --       | 0         | 0         | --       | 0         | 0         | --       |
| Spring | 1,159,478 | 893,268   | 77.0%    | 1,194,264 | 952,198   | 79.7%    | 2,353,743 | 1,845,466 | 78.4%    |
| Total  | 2,801,017 | 2,192,717 | 78.3%    | 2,732,025 | 2,180,168 | 79.8%    | 5,533,042 | 4,372,885 | 79.0%    |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
Table A-16  
FISCAL YEAR 2020 HEADCOUNT ENROLLMENTS  
BY COLLEGE-LEVEL HOURS ACCUMULATED

| Hours        | Enrollment | % of Known |
|--------------|------------|------------|
| 1-29         | 239,133    | 62.3%      |
| 30-59        | 83,211     | 21.7%      |
| 60-89        | 48,568     | 12.7%      |
| 90-119       | 9,765      | 2.5%       |
| 120-159      | 2,615      | 0.7%       |
| 160+         | 412        | 0.1%       |
| Total Known  | 383,704    | 100.0%     |
| None/Unknown | 88,774     |            |
| Total        | 472,478    |            |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board  
Table A-17  
FISCAL YEAR 2020 HEADCOUNT ENROLLMENTS  
BY COLLEGE-LEVEL CUMULATIVE GPA

| Gradepoint   | Students | % of Known |
|--------------|----------|------------|
| 0.01-0.50    | 2,478    | 0.7%       |
| 0.51-1.00    | 8,444    | 2.3%       |
| 1.01-1.50    | 9,152    | 2.4%       |
| 1.51-2.00    | 30,594   | 8.2%       |
| 2.01-2.50    | 39,171   | 10.4%      |
| 2.51-3.00    | 87,832   | 23.4%      |
| 3.01-3.50    | 74,034   | 19.7%      |
| 3.51-4.00    | 123,507  | 32.9%      |
| Total Known  | 375,212  | 100.0%     |
| Not Reported | 97,266   |            |
| Total        | 472,478  |            |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board

Table A-18

COVERAGE OF ANNUAL VERSUS FALL ENROLLMENTS WITHIN THE SAME FISCAL YEAR  
FISCAL YEARS 2016-2020

|  | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|--|---------|---------|---------|---------|---------|
| Annual Enrollment                          | 597,290 | 553,174 | 519,387 | 500,477 | 472,478 |
| Enrollment During Fall of Same Fiscal Year | 316,155 | 304,173 | 293,417 | 283,415 | 271,336 |
| Percent of Annual Enrollment               | 52.9%   | 55.0%   | 56.5%   | 56.6%   | 57.4%   |

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) and Annual Enrollment (A1) Data

Illinois Community College Board  
 Table A-19  
 PERCENT AND NUMBER OF STUDENTS ENROLLED IN ILLINOIS COMMUNITY COLLEGES  
 WHO TOOK AT LEAST ONE DEVELOPMENTAL COURSE  
 (NOT ENROLLED IN ABE/ASE/ESL, VOCATIONAL SKILLS OR GENERAL STUDIES)  
 FISCAL YEARS 2016-2020



|                     | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|---------------------|---------|---------|---------|---------|---------|
| Percent in Remedial | 16.9 %  | 15.9 %  | 15.1 %  | 14.3 %  | 13.2 %  |
| Number in Remedial  | 77,960  | 69,951  | 64,153  | 59,188  | 52,400  |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board  
 Table A-20  
 PERCENT OF REMEDIAL CREDITS EARNED VERSUS REMEDIAL CREDITS ATTEMPTED  
 FOR ILLINOIS COMMUNITY COLLEGE STUDENTS,  
 FISCAL YEARS 2016-2020



|                                    | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|------------------------------------|---------|---------|---------|---------|---------|
| Percent of Remedial Credits Earned | 66.9%   | 67.1%   | 67.5%   | 67.3%   | 68.5%   |
| Hours Earned                       | 332,289 | 300,498 | 272,220 | 245,078 | 210,793 |
| Hours Attempted                    | 496,606 | 447,559 | 403,025 | 363,969 | 307,761 |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board  
 Table A-21  
 STUDENTS ENROLLED IN DEVELOPMENTAL COURSEWORK  
 AT ILLINOIS COMMUNITY COLLEGES BY ACADEMIC AREA  
 FISCAL YEARS 2016-2020

|                         | FY 2016 |        | FY 2017 |        | FY 2018 |        | FY 2019 |        | FY 2020 |        |
|-------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Math Only               | 46,663  | -11.5% | 40,839  | -12.5% | 37,673  | -7.8%  | 34,022  | -9.7%  | 29,827  | -12.3% |
|                         | 59.9%   |        | 58.4%   |        | 58.7%   |        | 57.5%   |        | 56.9%   |        |
| English Only            | 7,639   | 1.9%   | 7,416   | -2.9%  | 7,197   | -3.0%  | 9,155   | 27.2%  | 9,608   | 4.9%   |
|                         | 9.8%    |        | 10.6%   |        | 11.2%   |        | 15.5%   |        | 18.3%   |        |
| Reading Only            | 2,757   | -25.2% | 3,001   | 8.9%   | 2,372   | -21.0% | 1,966   | -17.1% | 1,555   | -20.9% |
|                         | 3.5%    |        | 4.3%    |        | 3.7%    |        | 3.3%    |        | 3.0%    |        |
| Math & English          | 7,574   | -8.6%  | 6,670   | -11.9% | 6,320   | -5.2%  | 6,907   | 9.3%   | 6,561   | -5.0%  |
|                         | 9.7%    |        | 9.5%    |        | 9.9%    |        | 11.7%   |        | 12.5%   |        |
| Math & Reading          | 2,701   | -21.4% | 2,598   | -3.8%  | 2,092   | -19.5% | 1,783   | -14.8% | 1,307   | -26.7% |
|                         | 3.5%    |        | 3.7%    |        | 3.3%    |        | 3.0%    |        | 2.5%    |        |
| English & Reading       | 4,194   | -16.7% | 3,774   | -10.0% | 3,706   | -1.8%  | 2,066   | -44.3% | 1,318   | -36.2% |
|                         | 5.4%    |        | 5.4%    |        | 5.8%    |        | 3.5%    |        | 2.5%    |        |
| Math, English & Reading | 6,432   | -24.3% | 5,653   | -12.1% | 4,793   | -15.2% | 3,289   | -31.4% | 2,224   | -32.4% |
|                         | 8.3%    |        | 8.1%    |        | 7.5%    |        | 5.6%    |        | 4.2%    |        |
| TOTAL                   | 77,960  | -12.6% | 69,951  | -10.3% | 64,153  | -8.3%  | 59,188  | -7.7%  | 52,400  | -11.5% |
|                         | 100.0%  |        | 100.0%  |        | 100.0%  |        | 100.0%  |        | 100.0%  |        |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

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## **APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES**

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Illinois Community College Board

Table B-1

SUMMARY COMPARISON OF ANNUAL UNDUPLICATED NONCREDIT COURSE ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 2016-2020

| District | College Name             | FY 2016<br>Unduplicated | FY 2017<br>Unduplicated | FY 2018<br>Unduplicated | FY 2019<br>Unduplicated | FY 2020<br>Unduplicated | % Change<br>2016-2020 | % Change<br>2019-2020 |
|----------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|
| 503      | Black Hawk               | 2,918                   | 2,770                   | 2,865                   | 2,635                   | 2,558                   | -12.3 %               | -2.9 %                |
| 518      | Carl Sandburg            | 2,054                   | 2,208                   | 2,094                   | 1,967                   | 1,760                   | -14.3                 | -10.5                 |
| 508      | City Colleges of Chicago | (9,496)                 | (7,622)                 | (8,465)                 | (7,787)                 | (7,289)                 | (-23.2)               | (-6.4)                |
| 02       | Harold Washington        | 207                     | 160                     | 129                     | 179                     | 293                     | 41.5                  | 63.7                  |
| 04       | Harry S Truman           | 674                     | 295                     | 574                     | 708                     | 457                     | -32.2                 | -35.5                 |
| 01       | Kennedy-King             | 1,080                   | 927                     | 887                     | 877                     | 833                     | -22.9                 | -5.0                  |
| 03       | Malcolm X                | 1,879                   | 1,559                   | 2,250                   | 1,365                   | 1,230                   | -34.5                 | -9.9                  |
| 05       | Olive-Harvey             | 1,127                   | 549                     | 321                     | 441                     | 945                     | -16.1                 | 114.3                 |
| 06       | Richard J. Daley         | 2,335                   | 2,155                   | 2,303                   | 2,268                   | 1,869                   | -20.0                 | -17.6                 |
| 07       | Wilbur Wright            | 2,194                   | 1,977                   | 2,001                   | 1,949                   | 1,662                   | -24.2                 | -14.7                 |
| 502      | College of DuPage        | 8,342                   | 8,674                   | 9,199                   | 9,512                   | 9,422                   | 12.9                  | -0.9                  |
| 532      | College of Lake County   | 21,699                  | 19,255                  | 18,446                  | 17,299                  | 16,013                  | -26.2                 | -7.4                  |
| 507      | Danville Area            | 724                     | 785                     | 816                     | 614                     | 554                     | -23.5                 | -9.8                  |
| 509      | Elgin                    | 3,502                   | 3,130                   | 3,266                   | 3,175                   | 3,065                   | -12.5                 | -3.5                  |
| 512      | Harper                   | 11,146                  | 12,101                  | 13,330                  | 13,076                  | 10,310                  | -7.5                  | -21.2                 |
| 540      | Heartland                | 13,092                  | 12,016                  | 12,613                  | 10,806                  | 9,010                   | -31.2                 | -16.6                 |
| 519      | Highland                 | 411                     | 800                     | 1,087                   | 1,020                   | 604                     | 47.0                  | -40.8                 |
| 514      | Illinois Central         | 7,587                   | 7,211                   | 9,175                   | 11,817                  | 6,918                   | -8.8                  | -41.5                 |
| 529      | Illinois Eastern         | (817)                   | (880)                   | (1,132)                 | (1,808)                 | (1,981)                 | (142.5)               | (9.6)                 |
| 04       | Frontier                 | 197                     | 250                     | 311                     | 539                     | 575                     | 191.9                 | 6.7                   |
| 01       | Lincoln Trail            | 278                     | 278                     | 285                     | 461                     | 638                     | 129.5                 | 38.4                  |
| 02       | Olney Central            | 299                     | 295                     | 471                     | 472                     | 452                     | 51.2                  | -4.2                  |
| 03       | Wabash Valley            | 43                      | 57                      | 65                      | 336                     | 316                     | 634.9                 | -6.0                  |
| 513      | Illinois Valley          | 2,868                   | 3,173                   | 3,360                   | 3,048                   | 2,218                   | -22.7                 | -27.2                 |
| 530      | John A. Logan            | 5,690                   | 8,346                   | 8,649                   | 3,237                   | 2,177                   | -61.7                 | -32.7                 |
| 539      | John Wood                | 1,499                   | 1,262                   | 1,003                   | 1,062                   | 1,135                   | -24.3                 | 6.9                   |
| 525      | Joliet Junior            | 4,304                   | 3,915                   | 3,795                   | 3,718                   | 2,695                   | -37.4                 | -27.5                 |
| 520      | Kankakee                 | 4,305                   | 3,617                   | 4,035                   | 5,294                   | 3,704                   | -14.0                 | -30.0                 |
| 501      | Kaskaskia                | 1,686                   | 1,038                   | 944                     | 2,555                   | 2,771                   | 64.4                  | 8.5                   |
| 523      | Kishwaukee               | 1,273                   | 637                     | 754                     | 1,018                   | 662                     | -48.0                 | -35.0                 |
| 517      | Lake Land                | 4,233                   | 3,677                   | 2,559                   | 1,927                   | 2,126                   | -49.8                 | 10.3                  |
| 536      | Lewis and Clark          | 3,190                   | 3,003                   | 2,802                   | 3,181                   | 2,842                   | -10.9                 | -10.7                 |
| 526      | Lincoln Land             | 5,342                   | 5,624                   | 5,250                   | 5,133                   | 4,235                   | -20.7                 | -17.5                 |
| 528      | McHenry County           | 16,468                  | 15,880                  | 14,544                  | 15,006                  | 11,769                  | -28.5                 | -21.6                 |
| 524      | Moraine Valley           | 5,684                   | 4,226                   | 3,686                   | 3,880                   | 3,107                   | -45.3                 | -19.9                 |
| 527      | Morton                   | 216                     | 272                     | 369                     | 433                     | 524                     | 142.6                 | 21.0                  |
| 535      | Oakton                   | 4,185                   | 3,548                   | 4,611                   | 4,512                   | 4,201                   | 0.4                   | -6.9                  |
| 505      | Parkland                 | 4,045                   | 2,724                   | 2,640                   | 2,769                   | 2,297                   | -43.2                 | -17.0                 |
| 515      | Prairie State            | 1,364                   | 1,080                   | 1,284                   | 1,362                   | 1,158                   | -15.1                 | -15.0                 |
| 521      | Rend Lake                | 2,012                   | 1,791                   | 2,189                   | 2,073                   | 1,552                   | -22.9                 | -25.1                 |
| 537      | Richland                 | 2,221                   | 1,949                   | 1,557                   | 1,814                   | 1,540                   | -30.7                 | -15.1                 |
| 511      | Rock Valley              | 13,647                  | 11,658                  | 11,304                  | 9,646                   | 8,647                   | -36.6                 | -10.4                 |
| 506      | Sauk Valley              | 726                     | 673                     | 873                     | 1,283                   | 872                     | 20.1                  | -32.0                 |
| 531      | Shawnee                  | 964                     | 1,192                   | 890                     | 1,019                   | 851                     | -11.7                 | -16.5                 |
| 510      | South Suburban           | 195                     | 128                     | 155                     | 154                     | 218                     | 11.8                  | 41.6                  |
| 533      | Southeastern Illinois    | 351                     | 1,173                   | 1,547                   | 2,180                   | 2,633                   | 650.1                 | 20.8                  |
| 522      | Southwestern Illinois    | 4,004                   | 3,965                   | 2,267                   | 1,870                   | 1,611                   | -59.8                 | -13.9                 |
| 534      | Spoon River              | 798                     | 764                     | 917                     | 795                     | 869                     | 8.9                   | 9.3                   |
| 504      | Triton                   | 2,659                   | 3,134                   | 3,060                   | 2,595                   | 2,388                   | -10.2                 | -8.0                  |
| 516      | Waubonsee                | <u>2,386</u>            | <u>2,057</u>            | <u>2,370</u>            | <u>1,416</u>            | <u>1,522</u>            | <u>-36.2 %</u>        | <u>7.5 %</u>          |
|          | Totals                   | 178,103                 | 167,958                 | 169,902                 | 164,496                 | 139,808                 | -21.5 %               | -15.0 %               |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data





Illinois Community College Board

Table B-2

SUMMARY COMPARISON OF ANNUAL DUPLICATED NONCREDIT COURSE ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 2016-2020

| District | College Name             | FY 2016<br>Duplicated | FY 2017<br>Duplicated | FY 2018<br>Duplicated | FY 2019<br>Duplicated | FY 2020<br>Unduplicated | % Change<br>2016-2020 | % Change<br>2019-2020 |
|----------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| 503      | Black Hawk               | 5,379                 | 5,082                 | 5,225                 | 5,140                 | 4,752                   | -11.7 %               | -7.5 %                |
| 518      | Carl Sandburg            | 3,091                 | 3,607                 | 2,993                 | 2,794                 | 2,466                   | -20.2                 | -11.7                 |
| 508      | City Colleges of Chicago | (16,345)              | (14,250)              | (14,618)              | (14,065)              | (12,723)                | (-22.2)               | (-9.5)                |
| 02       | Harold Washington        | 852                   | 1,041                 | 951                   | 1,074                 | 1,428                   | 67.6                  | 33.0                  |
| 04       | Harry S Truman           | 828                   | 436                   | 868                   | 975                   | 657                     | -20.7                 | -32.6                 |
| 01       | Kennedy-King             | 1,747                 | 1,595                 | 1,396                 | 1,172                 | 1,083                   | -38.0                 | -7.6                  |
| 03       | Malcolm X                | 2,032                 | 1,801                 | 2,650                 | 2,328                 | 2,050                   | 0.9                   | -11.9                 |
| 05       | Olive-Harvey             | 1,448                 | 690                   | 355                   | 515                   | 1,179                   | -18.6                 | 128.9                 |
| 06       | Richard J. Daley         | 5,038                 | 4,522                 | 4,417                 | 4,047                 | 3,109                   | -38.3                 | -23.2                 |
| 07       | Wilbur Wright            | 4,400                 | 4,165                 | 3,981                 | 3,954                 | 3,217                   | -26.9                 | -18.6                 |
| 502      | College of DuPage        | 13,532                | 15,887                | 17,973                | 19,107                | 18,495                  | 36.7                  | -3.2                  |
| 532      | College of Lake County   | 23,169                | 20,959                | 19,894                | 18,747                | 17,343                  | -25.1                 | -7.5                  |
| 507      | Danville Area            | 1,520                 | 1,596                 | 1,853                 | 1,463                 | 1,299                   | -14.5                 | -11.2                 |
| 509      | Elgin                    | 6,723                 | 6,179                 | 5,765                 | 5,946                 | 6,186                   | -8.0                  | 4.0                   |
| 512      | Harper                   | 19,627                | 20,934                | 21,179                | 19,888                | 16,673                  | -15.1                 | -16.2                 |
| 540      | Heartland                | 18,802                | 16,135                | 17,236                | 15,190                | 12,070                  | -35.8                 | -20.5                 |
| 519      | Highland                 | 508                   | 931                   | 1,365                 | 1,417                 | 801                     | 57.7                  | -43.5                 |
| 514      | Illinois Central         | 10,046                | 9,664                 | 11,456                | 13,943                | 8,059                   | -19.8                 | -42.2                 |
| 529      | Illinois Eastern         | (1,023)               | (1,112)               | (1,722)               | (2,724)               | (2,848)                 | (178.4)               | (4.6)                 |
| 04       | Frontier                 | 236                   | 316                   | 472                   | 1,026                 | 1,018                   | 331.4                 | -0.8                  |
| 01       | Lincoln Trail            | 418                   | 413                   | 532                   | 699                   | 863                     | 106.5                 | 23.5                  |
| 02       | Olney Central            | 306                   | 295                   | 613                   | 621                   | 612                     | 100.0                 | -1.4                  |
| 03       | Wabash Valley            | 63                    | 88                    | 105                   | 378                   | 355                     | 463.5                 | -6.1                  |
| 513      | Illinois Valley          | 3,939                 | 4,655                 | 4,816                 | 4,417                 | 3,083                   | -21.7                 | -30.2                 |
| 530      | John A. Logan            | 8,184                 | 12,539                | 13,141                | 4,092                 | 2,847                   | -65.2                 | -30.4                 |
| 539      | John Wood                | 2,237                 | 1,877                 | 1,452                 | 1,677                 | 1,958                   | -12.5                 | 16.8                  |
| 525      | Joliet Junior            | 4,578                 | 4,215                 | 4,029                 | 3,965                 | 2,901                   | -36.6                 | -26.8                 |
| 520      | Kankakee                 | 5,878                 | 5,406                 | 6,013                 | 7,823                 | 5,060                   | -13.9                 | -35.3                 |
| 501      | Kaskaskia                | 2,649                 | 1,533                 | 1,265                 | 3,081                 | 2,998                   | 13.2                  | -2.7                  |
| 523      | Kishwaukee               | 2,107                 | 808                   | 1,072                 | 1,307                 | 795                     | -62.3                 | -39.2                 |
| 517      | Lake Land                | 5,333                 | 4,367                 | 3,013                 | 2,353                 | 2,374                   | -55.5                 | 0.9                   |
| 536      | Lewis and Clark          | 6,706                 | 6,708                 | 6,162                 | 6,819                 | 6,033                   | -10.0                 | -11.5                 |
| 526      | Lincoln Land             | 9,456                 | 9,960                 | 9,662                 | 9,117                 | 7,578                   | -19.9                 | -16.9                 |
| 528      | McHenry County           | 21,384                | 21,407                | 22,747                | 24,567                | 15,997                  | -25.2                 | -34.9                 |
| 524      | Moraine Valley           | 11,878                | 12,225                | 10,058                | 10,289                | 8,998                   | -24.2                 | -12.5                 |
| 527      | Morton                   | 315                   | 457                   | 903                   | 907                   | 1,168                   | 270.8                 | 28.8                  |
| 535      | Oakton                   | 9,176                 | 7,678                 | 9,762                 | 10,255                | 8,347                   | -9.0                  | -18.6                 |
| 505      | Parkland                 | 6,767                 | 4,573                 | 4,648                 | 5,189                 | 4,101                   | -39.4                 | -21.0                 |
| 515      | Prairie State            | 1,783                 | 1,291                 | 1,709                 | 1,781                 | 1,456                   | -18.3                 | -18.2                 |
| 521      | Rend Lake                | 2,766                 | 2,334                 | 2,804                 | 2,634                 | 2,087                   | -24.5                 | -20.8                 |
| 537      | Richland                 | 3,402                 | 3,124                 | 2,627                 | 2,777                 | 2,270                   | -33.3                 | -18.3                 |
| 511      | Rock Valley              | 23,534                | 20,030                | 19,462                | 17,038                | 14,027                  | -40.4                 | -17.7                 |
| 506      | Sauk Valley              | 1,185                 | 1,046                 | 1,165                 | 1,653                 | 1,491                   | 25.8                  | -9.8                  |
| 531      | Shawnee                  | 1,026                 | 1,500                 | 1,172                 | 1,216                 | 1,018                   | -0.8                  | -16.3                 |
| 510      | South Suburban           | 278                   | 214                   | 271                   | 271                   | 277                     | -0.4                  | 2.2                   |
| 533      | Southeastern Illinois    | 510                   | 1,227                 | 2,334                 | 4,816                 | 4,615                   | 804.9                 | -4.2                  |
| 522      | Southwestern Illinois    | 5,081                 | 4,920                 | 2,468                 | 1,960                 | 1,675                   | -67.0                 | -14.5                 |
| 534      | Spoon River              | 1,180                 | 978                   | 1,134                 | 1,025                 | 1,003                   | -15.0                 | -2.1                  |
| 504      | Triton                   | 4,165                 | 4,724                 | 4,951                 | 4,379                 | 4,042                   | -3.0                  | -7.7                  |
| 516      | Waubonsee                | <u>3,170</u>          | <u>2,733</u>          | <u>3,464</u>          | <u>2,210</u>          | <u>2,399</u>            | <u>-24.3 %</u>        | <u>8.6 %</u>          |
| Totals   |                          | 268,432               | 258,865               | 263,583               | 258,042               | 214,313                 | -20.2 %               | -16.9 %               |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board  
Table B-3  
SUMMARY COMPARISON OF NONREIMBURSABLE COURSE SECTIONS CONDUCTED  
BY COLLEGE, FISCAL YEARS 2016-2020

| District | College Name             | FY 2016<br>Unduplicated | FY 2017<br>Unduplicated | FY 2018<br>Unduplicated | FY 2019<br>Unduplicated | FY 2020<br>Unduplicated | % Change<br>2016-2020 | % Change<br>2019-2020 |
|----------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|
| 503      | Black Hawk               | 549                     | 539                     | 502                     | 484                     | 458                     | -16.6 %               | -5.4 %                |
| 518      | Carl Sandburg            | 154                     | 178                     | 148                     | 141                     | 115                     | -25.3                 | -18.4                 |
| 508      | City Colleges of Chicago | (1,313)                 | (1,226)                 | (1,174)                 | (1,159)                 | (1,035)                 | (-21.2)               | (-10.7)               |
| 02       | Harold Washington        | 33                      | 37                      | 34                      | 35                      | 53                      | 60.6                  | 51.4                  |
| 04       | Harry S Truman           | 107                     | 55                      | 100                     | 94                      | 78                      | -27.1                 | -17.0                 |
| 01       | Kennedy-King             | 134                     | 153                     | 122                     | 79                      | 86                      | -35.8                 | 8.9                   |
| 03       | Malcolm X                | 101                     | 101                     | 138                     | 140                     | 129                     | 27.7                  | -7.9                  |
| 05       | Olive-Harvey             | 232                     | 146                     | 69                      | 72                      | 107                     | -53.9                 | 48.6                  |
| 06       | Richard J. Daley         | 279                     | 349                     | 351                     | 360                     | 255                     | -8.6                  | -29.2                 |
| 07       | Wilbur Wright            | 427                     | 385                     | 360                     | 379                     | 327                     | -23.4                 | -13.7                 |
| 502      | College of DuPage        | 1,036                   | 1,159                   | 1,173                   | 1,239                   | 1,186                   | 14.5                  | -4.3                  |
| 532      | College of Lake County   | 1,088                   | 1,089                   | 1,015                   | 988                     | 904                     | -16.9                 | -8.5                  |
| 507      | Danville Area            | 174                     | 163                     | 195                     | 164                     | 149                     | -14.4                 | -9.1                  |
| 509      | Elgin                    | 624                     | 623                     | 567                     | 532                     | 584                     | -6.4                  | 9.8                   |
| 512      | Harper                   | 1,560                   | 1,719                   | 1,928                   | 2,161                   | 1,837                   | 17.8                  | -15.0                 |
| 540      | Heartland                | 1,339                   | 1,255                   | 1,121                   | 1,144                   | 991                     | -26.0                 | -13.4                 |
| 519      | Highland                 | 43                      | 60                      | 110                     | 124                     | 84                      | 95.3                  | -32.3                 |
| 514      | Illinois Central         | 740                     | 725                     | 867                     | 1,066                   | 649                     | -12.3                 | -39.1                 |
| 529      | Illinois Eastern         | (89)                    | (102)                   | (125)                   | (223)                   | (272)                   | (205.6)               | (22.0)                |
| 04       | Frontier                 | 15                      | 17                      | 31                      | 81                      | 99                      | 560.0                 | 22.2                  |
| 01       | Lincoln Trail            | 46                      | 44                      | 56                      | 81                      | 109                     | 137.0                 | 34.6                  |
| 02       | Olney Central            | 9                       | 11                      | 11                      | 15                      | 14                      | 55.6                  | -6.7                  |
| 03       | Wabash Valley            | 19                      | 30                      | 27                      | 46                      | 50                      | 163.2                 | 8.7                   |
| 513      | Illinois Valley          | 322                     | 368                     | 371                     | 396                     | 331                     | 2.8                   | -16.4                 |
| 530      | John A. Logan            | 372                     | 643                     | 601                     | 227                     | 175                     | -53.0                 | -22.9                 |
| 539      | John Wood                | 245                     | 279                     | 191                     | 231                     | 220                     | -10.2                 | -4.8                  |
| 525      | Joliet Junior            | 689                     | 619                     | 643                     | 582                     | 461                     | -33.1                 | -20.8                 |
| 520      | Kankakee                 | 522                     | 470                     | 530                     | 646                     | 455                     | -12.8                 | -29.6                 |
| 501      | Kaskaskia                | 216                     | 170                     | 106                     | 139                     | 110                     | -49.1                 | -20.9                 |
| 523      | Kishwaukee               | 303                     | 131                     | 206                     | 206                     | 147                     | -51.5                 | -28.6                 |
| 517      | Lake Land                | 494                     | 465                     | 331                     | 305                     | 312                     | -36.8                 | 2.3                   |
| 536      | Lewis and Clark          | 545                     | 619                     | 573                     | 595                     | 539                     | -1.1                  | -9.4                  |
| 526      | Lincoln Land             | 490                     | 327                     | 435                     | 460                     | 403                     | -17.8                 | -12.4                 |
| 528      | McHenry County           | 1,301                   | 1,190                   | 1,093                   | 1,108                   | 892                     | -31.4                 | -19.5                 |
| 524      | Moraine Valley           | 757                     | 776                     | 707                     | 655                     | 685                     | -9.5                  | 4.6                   |
| 527      | Morton                   | 52                      | 68                      | 79                      | 89                      | 90                      | 73.1                  | 1.1                   |
| 535      | Oakton                   | 791                     | 730                     | 751                     | 773                     | 653                     | -17.4                 | -15.5                 |
| 505      | Parkland                 | 652                     | 608                     | 544                     | 565                     | 406                     | -37.7                 | -28.1                 |
| 515      | Prairie State            | 184                     | 130                     | 141                     | 153                     | 168                     | -8.7                  | 9.8                   |
| 521      | Rend Lake                | 214                     | 220                     | 219                     | 171                     | 152                     | -29.0                 | -11.1                 |
| 537      | Richland                 | 265                     | 257                     | 254                     | 239                     | 203                     | -23.4                 | -15.1                 |
| 511      | Rock Valley              | 1,185                   | 1,161                   | 1,224                   | 1,038                   | 837                     | -29.4                 | -19.4                 |
| 506      | Sauk Valley              | 145                     | 132                     | 143                     | 132                     | 142                     | -2.1                  | 7.6                   |
| 531      | Shawnee                  | 47                      | 53                      | 37                      | 29                      | 37                      | -21.3                 | 27.6                  |
| 510      | South Suburban           | 74                      | 76                      | 85                      | 86                      | 61                      | -17.6                 | -29.1                 |
| 533      | Southeastern Illinois    | 36                      | 19                      | 24                      | 55                      | 50                      | 38.9                  | -9.1                  |
| 522      | Southwestern Illinois    | 410                     | 410                     | 146                     | 158                     | 419                     | 2.2                   | 165.2                 |
| 534      | Spoon River              | 118                     | 111                     | 103                     | 100                     | 113                     | -4.2                  | 13.0                  |
| 504      | Triton                   | 425                     | 417                     | 459                     | 473                     | 422                     | -0.7                  | -10.8                 |
| 516      | Waubonsee                | <u>290</u>              | <u>212</u>              | <u>301</u>              | <u>200</u>              | <u>229</u>              | <u>-21.0 %</u>        | <u>14.5 %</u>         |
|          | Totals                   | 19,853                  | 19,499                  | 19,222                  | 19,236                  | 16,976                  | -14.5 %               | -11.7 %               |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board  
 Table B-4  
 FISCAL YEAR 2020 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT  
 ENROLLMENTS BY GENDER AND CATEGORY OF ACTIVITY

| Category of Activity                | Male          |              | Female        |              | Total Known    |               | Unknown       | Grand Total    |
|-------------------------------------|---------------|--------------|---------------|--------------|----------------|---------------|---------------|----------------|
| Business and Industry Contract      | 4,396         | 65.1%        | 2,360         | 34.9%        | 6,756          | 100.0%        | 1,310         | 8,066          |
|                                     | 8.9%          |              | 3.8%          |              | 6.1%           |               |               |                |
| Professional/Vocational Development | 6,957         | 37.3%        | 11,709        | 62.7%        | 18,666         | 100.0%        | 2,578         | 21,244         |
|                                     | 14.0%         |              | 18.9%         |              | 16.7%          |               |               |                |
| Personal and Social Development     | 30,222        | 43.3%        | 39,615        | 56.7%        | 69,837         | 100.0%        | 22,578        | 92,415         |
|                                     | 60.9%         |              | 63.9%         |              | 62.6%          |               |               |                |
| Youth Programs                      | 8,035         | 49.2%        | 8,308         | 50.8%        | 16,343         | 100.0%        | 1,740         | 18,083         |
|                                     | 16.2%         |              | 13.4%         |              | 14.6%          |               |               |                |
| <b>TOTALS</b>                       | <b>49,610</b> | <b>44.5%</b> | <b>61,992</b> | <b>55.5%</b> | <b>111,602</b> | <b>100.0%</b> | <b>28,206</b> | <b>139,808</b> |
|                                     | 100.0%        |              | 100.0%        |              | 100.0%         |               |               |                |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board  
 Table B-5  
 FISCAL YEAR 2020 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT  
 ENROLLMENTS BY RACIAL/ETHNIC ORIGIN\* AND CATEGORY OF ACTIVITY

| Category of Activity                | Asian  |      | Native American |      | African American |       | Latino |       | White  |       | Nonresident Alien |        | Pacific Islander |        | Two or More Races |        | Total Known | Unknown | Grand Total |         |
|-------------------------------------|--------|------|-----------------|------|------------------|-------|--------|-------|--------|-------|-------------------|--------|------------------|--------|-------------------|--------|-------------|---------|-------------|---------|
| Business and Industry Contract      | 63     | 1.4% | 11              | 0.2% | 347              | 7.6%  | 382    | 8.4%  | 3,721  | 81.5% | 5                 | 0.1%   | 7                | 0.2%   | 31                | 0.7%   | 4,567       | 100.0%  | 3,499       | 8,066   |
|                                     | 1.9%   |      | 4.1%            |      | 4.6%             |       | 3.9%   |       | 5.8%   |       | 2.3%              | 5.3%   |                  | 2.5%   |                   | 5.3%   |             |         |             |         |
| Professional/Vocational Development | 591    | 3.7% | 46              | 0.3% | 2,084            | 12.9% | 2,183  | 13.5% | 10,897 | 67.5% | 59                | 0.4%   | 80               | 0.5%   | 197               | 1.2%   | 16,137      | 100.0%  | 5,107       | 21,244  |
|                                     | 17.4%  |      | 17.1%           |      | 27.4%            |       | 22.4%  |       | 17.1%  |       | 27.2%             | 60.2%  |                  | 16.2%  |                   | 18.7%  |             |         |             |         |
| Personal and Social Development     | 2,022  | 3.7% | 167             | 0.3% | 4,538            | 8.3%  | 5,941  | 10.9% | 41,143 | 75.2% | 146               | 0.3%   | 41               | 0.1%   | 722               | 1.3%   | 54,720      | 100.0%  | 37,695      | 92,415  |
|                                     | 59.5%  |      | 62.1%           |      | 59.7%            |       | 60.9%  |       | 64.4%  |       | 67.3%             | 30.8%  |                  | 59.4%  |                   | 63.3%  |             |         |             |         |
| Youth Program                       | 722    | 6.5% | 45              | 0.4% | 629              | 5.7%  | 1,246  | 11.3% | 8,104  | 73.5% | 7                 | 0.1%   | 5                | 0.0%   | 266               | 2.4%   | 11,024      | 100.0%  | 7,059       | 18,083  |
|                                     | 21.2%  |      | 16.7%           |      | 8.3%             |       | 12.8%  |       | 12.7%  |       | 3.2%              | 3.8%   |                  | 21.9%  |                   | 12.8%  |             |         |             |         |
| TOTALS                              | 3,398  | 3.9% | 269             | 0.3% | 7,598            | 8.8%  | 9,752  | 11.3% | 63,865 | 73.9% | 217               | 0.3%   | 133              | 0.2%   | 1,216             | 1.4%   | 86,448      | 100.0%  | 53,360      | 139,808 |
|                                     | 100.0% |      | 100.0%          |      | 100.0%           |       | 100.0% |       | 100.0% |       | 100.0%            | 100.0% |                  | 100.0% |                   | 100.0% |             |         |             |         |

\*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.  
 SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board  
 Table B-6  
 FISCAL YEAR 2020 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT  
 ENROLLMENTS BY AGE GROUP AND CATEGORY OF ACTIVITY

| Category of Activity                | 16 & Under |       | 17-20  |       | 21-24  |      | 25-30  |       | 31-39  |       | 40-55  |       | Over 55 |       | Total Known | Unknown | Grand Total |         |
|-------------------------------------|------------|-------|--------|-------|--------|------|--------|-------|--------|-------|--------|-------|---------|-------|-------------|---------|-------------|---------|
| Business and Industry Contract      | 15         | 0.2%  | 167    | 2.1%  | 504    | 6.4% | 1,127  | 14.4% | 1,898  | 24.3% | 2,849  | 36.5% | 1,256   | 16.1% | 7,816       | 100.0%  | 250         | 8,066   |
|                                     | 0.3%       |       | 1.0%   |       | 6.1%   |      | 9.9%   |       | 13.6%  |       | 12.6%  |       | 4.6%    |       | 7.4%        |         |             |         |
| Professional/Vocational Development | 329        | 1.7%  | 2,231  | 11.4% | 1,848  | 9.4% | 2,545  | 12.9% | 3,509  | 17.9% | 5,378  | 27.4% | 3,815   | 19.4% | 19,655      | 100.0%  | 1,589       | 21,244  |
|                                     | 6.2%       |       | 12.7%  |       | 22.5%  |      | 22.5%  |       | 25.2%  |       | 23.9%  |       | 14.0%   |       | 18.5%       |         |             |         |
| Personal and Social Development     | 3,142      | 4.2%  | 14,636 | 19.6% | 5,827  | 7.8% | 7,211  | 9.7%  | 8,333  | 11.2% | 13,929 | 18.6% | 21,640  | 29.0% | 74,718      | 100.0%  | 17,697      | 92,415  |
|                                     | 59.5%      |       | 83.6%  |       | 70.9%  |      | 63.7%  |       | 59.9%  |       | 61.8%  |       | 79.4%   |       | 70.5%       |         |             |         |
| Youth Program                       | 1,795      | 46.6% | 482    | 12.5% | 36     | 0.9% | 445    | 11.5% | 181    | 4.7%  | 387    | 10.0% | 530     | 13.7% | 3,856       | 100.0%  | 14,227      | 18,083  |
|                                     | 34.0%      |       | 2.8%   |       | 0.4%   |      | 3.9%   |       | 1.3%   |       | 1.7%   |       | 1.9%    |       | 3.6%        |         |             |         |
| TOTALS                              | 5,281      | 5.0%  | 17,516 | 16.5% | 8,215  | 7.7% | 11,328 | 10.7% | 13,921 | 13.1% | 22,543 | 21.3% | 27,241  | 25.7% | 106,045     | 100.0%  | 33,763      | 139,808 |
|                                     | 100.0%     |       | 100.0% |       | 100.0% |      | 100.0% |       | 100.0% |       | 100.0% |       | 100.0%  |       | 100.0%      |         |             |         |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board  
Table B-7  
FISCAL YEAR 2020 LARGEST NONCREDIT COURSEWORK  
BASED ON DUPLICATED ENROLLMENTS BY  
TWO DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CATEGORIES

| Course Area (2 Digit CIP)  | Enrollment |
|--|------------|
| 36 Leisure and Recreational Activities   | 48,518     |
| 37 Personal Awareness and Self-Improvement   | 36,263     |
| 52 Business, Management, Marketing, and Related Support Services                     | 15,361     |
| 13 Education   | 12,747     |
| 49 Transportation and Materials Moving   | 11,438     |
| 51 Health Professions and Related Programs   | 8,469      |
| 32 Basic Skills and Developmental/Remedial Education                                 | 6,489      |
| 43 Homeland Security, Law Enforcement, Firefighting, and Related Protective Services | 6,372      |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board  
 Table B-8  
 FISCAL YEAR 2020 DUPLICATED  
 NONCREDIT HEADCOUNT ENROLLMENTS  
 BY INSTRUCTIONAL SITE

| Instructional Site  | Enrollment | Percent of Total |
|---|------------|------------------|
| Main Campus   | 121,464    | 56.7 %           |
| <i>Main Campus-Impacted by COVID-19*</i>                        | 12,041     | 5.6 %            |
| Main Campus Total   | 133,505    | 62.3 %           |
| Off-campus College Owned  | 32,733     | 15.3 %           |
| Off-campus College Leased                                       | 626        | 0.3 %            |
| <i>Off-campus College Owned or Leased-Impacted by COVID-19*</i> | 1,911      | 0.9 %            |
| Off-campus Total  | 35,270     | 16.5 %           |
| Community Based   | 21,769     | 10.2 %           |
| Business Based  | 7,189      | 3.4 %            |
| <i>Community or Business Based-Impacted by COVID-19*</i>        | 1,290      | 0.6 %            |
| Community or Business Based Total                               | 30,248     | 14.1 %           |
| Distance Education  | 11,764     | 5.5 %            |
| Distance Education Total  | 11,764     | 5.5 %            |
| Other   | 3,426      | 1.6 %            |
| <i>Other-Impacted by COVID-19*</i>                              | 100        | 0.0 %            |
| Other Total   | 3,526      | 1.6 %            |
| Total Impacted by COVID-19                                      | 15,342     | 7.2 %            |
| Total   | 214,313    | 100.0 %          |

\*Option for instructional site closure due to COVID-19 added in FY 2020.

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Illinois Community College Board  
 Table B-9  
 FISCAL YEAR 2020 DUPLICATED NONCREDIT HEADCOUNT  
 ENROLLMENTS BY TERM



|        | Total   | % of Total |
|--------|---------|------------|
| Summer | 66,258  | 30.9 %     |
| Fall   | 84,051  | 39.2 %     |
| Winter | 0       | 0.0 %      |
| Spring | 64,004  | 29.9 %     |
| Total  | 214,313 | 100.0 %    |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit  
 Course Enrollment (N1) Data



Illinois Community College Board  
 Table B-10  
 FISCAL YEAR 2020 ANNUAL UNDUPLICATED  
 NONCREDIT HEADCOUNT ENROLLMENTS  
 BY NUMBER OF HOURS



| Hours        | Enrollment | Percent<br>of Known |
|--------------|------------|---------------------|
| 1-4          | 74,555     | 53.3 %              |
| 5-9          | 19,596     | 14.0 %              |
| 10-14        | 9,753      | 7.0 %               |
| 15-19        | 7,966      | 5.7 %               |
| 20-24        | 14,145     | 10.1 %              |
| 25-29        | 979        | 0.7 %               |
| 30-59        | 7,496      | 5.4 %               |
| 60-89        | 2,209      | 1.6 %               |
| 90-119       | 391        | 0.3 %               |
| 120-159      | 895        | 0.6 %               |
| 160+         | 1,823      | 1.3 %               |
| Total Known  | 139,808    | 100.0 %             |
| None/Unknown | 0          |                     |
| Grand Total  | 139,808    |                     |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit  
 Course Enrollment (N1) Data

Illinois Community College Board  
 Table B-11  
 FISCAL YEAR 2020 ANNUAL DUPLICATED NONCREDIT HEADCOUNT  
 ENROLLMENTS BY CATEGORY OF ACTIVITY



| Category of Activity                | Duplicated Enrollment | Percent |
|-------------------------------------|-----------------------|---------|
| Business and Industry Contract      | 13,908                | 6.5 %   |
| Professional/Vocational Development | 30,683                | 14.3 %  |
| Personal and Social Development     | 135,262               | 63.1 %  |
| Youth Program                       | 34,460                | 16.1 %  |
| TOTAL                               | 214,313               | 100.0 % |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrolment (N1) Data

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## **APPENDIX C: COMPLETIONS DATA TABLES**

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Illinois Community College Board  
Table C-1  
SUMMARY COMPARISON OF ANNUAL DUPLICATED COMPLETIONS\*  
BY COLLEGE, FISCAL YEARS 2016-2020

| District | District/College         | FY 2016<br>Completions | FY 2017<br>Completions | FY 2018<br>Completions | FY 2019<br>Completions | FY 2020<br>Completions | % Change<br>2016-2020 | % Change<br>2019-2020 |
|----------|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|
| 503      | Black Hawk               | 858                    | 845                    | 784                    | 712                    | 639                    | -25.5 %               | -10.3 %               |
| 518      | Carl Sandburg            | 470                    | 480                    | 483                    | 583                    | 531                    | 13.0                  | -8.9                  |
| 508      | City Colleges of Chicago | (10,648)               | (8,472)                | (7,987)                | (7,658)                | (9,419)                | (-11.5)               | (23.0)                |
| 02       | Harold Washington        | 1,433                  | 1,439                  | 1,432                  | 1,349                  | 2,026                  | 41.4                  | 50.2                  |
| 04       | Harry S Truman           | 1,308                  | 871                    | 698                    | 673                    | 910                    | -30.4                 | 35.2                  |
| 01       | Kennedy-King             | 1,190                  | 945                    | 760                    | 786                    | 664                    | -44.2                 | -15.5                 |
| 03       | Malcolm X                | 1,185                  | 1,451                  | 1,647                  | 1,702                  | 1,722                  | 45.3                  | 1.2                   |
| 05       | Olive-Harvey             | 2,312                  | 1,030                  | 828                    | 731                    | 694                    | -70.0                 | -5.1                  |
| 06       | Richard J. Daley         | 1,559                  | 1,354                  | 1,325                  | 1,194                  | 1,478                  | -5.2                  | 23.8                  |
| 07       | Wilbur Wright            | 1,661                  | 1,382                  | 1,297                  | 1,223                  | 1,925                  | 15.9                  | 57.4                  |
| 502      | College of DuPage        | 5,350                  | 5,213                  | 5,303                  | 4,522                  | 2,930                  | -45.2                 | -35.2                 |
| 532      | College of Lake County   | 3,377                  | 3,021                  | 3,185                  | 3,021                  | 4,492                  | 33.0                  | 48.7                  |
| 507      | Danville Area            | 683                    | 650                    | 687                    | 564                    | 678                    | -0.7                  | 20.2                  |
| 509      | Elgin                    | 2,533                  | 2,054                  | 2,363                  | 2,202                  | 3,064                  | 21.0                  | 39.1                  |
| 512      | Harper                   | 3,456                  | 3,607                  | 3,511                  | 4,116                  | 4,366                  | 26.3                  | 6.1                   |
| 540      | Heartland                | 1,075                  | 1,088                  | 1,101                  | 1,143                  | 1,195                  | 11.2                  | 4.5                   |
| 519      | Highland                 | 767                    | 625                    | 550                    | 571                    | 778                    | 1.4                   | 36.3                  |
| 514      | Illinois Central         | 1,872                  | 1,880                  | 1,662                  | 1,522                  | 1,812                  | -3.2                  | 19.1                  |
| 529      | Illinois Eastern         | (1,350)                | (1,060)                | (1,286)                | (1,194)                | (1,059)                | (-21.6)               | (-11.3)               |
| 04       | Frontier                 | 276                    | 182                    | 305                    | 196                    | 215                    | -22.1                 | 9.7                   |
| 01       | Lincoln Trail            | 256                    | 142                    | 195                    | 231                    | 186                    | -27.3                 | -19.5                 |
| 02       | Olney Central            | 522                    | 474                    | 518                    | 505                    | 445                    | -14.8                 | -11.9                 |
| 03       | Wabash Valley            | 296                    | 262                    | 268                    | 262                    | 213                    | -28.0                 | -18.7                 |
| 513      | Illinois Valley          | 1,010                  | 1,042                  | 968                    | 839                    | 776                    | -23.2                 | -7.5                  |
| 530      | John A. Logan            | 836                    | 832                    | 837                    | 916                    | 745                    | -10.9                 | -18.7                 |
| 539      | John Wood                | 503                    | 506                    | 466                    | 465                    | 491                    | -2.4                  | 5.6                   |
| 525      | Joliet Junior            | 2,472                  | 3,491                  | 2,694                  | 2,729                  | 2,641                  | 6.8                   | -3.2                  |
| 520      | Kankakee                 | 881                    | 908                    | 782                    | 679                    | 764                    | -13.3                 | 12.5                  |
| 501      | Kaskaskia                | 1,494                  | 992                    | 969                    | 906                    | 817                    | -45.3                 | -9.8                  |
| 523      | Kishwaukee               | 734                    | 981                    | 807                    | 768                    | 897                    | 22.2                  | 16.8                  |
| 517      | Lake Land                | 3,383                  | 3,545                  | 3,355                  | 3,589                  | 3,869                  | 14.4                  | 7.8                   |
| 536      | Lewis and Clark          | 1,467                  | 1,486                  | 1,537                  | 1,256                  | 1,719                  | 17.2                  | 36.9                  |
| 526      | Lincoln Land             | 2,027                  | 1,709                  | 1,856                  | 1,538                  | 1,554                  | -23.3                 | 1.0                   |
| 528      | McHenry County           | 1,521                  | 1,294                  | 1,289                  | 1,442                  | 1,615                  | 6.2                   | 12.0                  |
| 524      | Moraine Valley           | 3,045                  | 3,219                  | 3,616                  | 2,914                  | 3,123                  | 2.6                   | 7.2                   |
| 527      | Morton                   | 682                    | 664                    | 639                    | 685                    | 600                    | -12.0                 | -12.4                 |
| 535      | Oakton                   | 1,459                  | 1,547                  | 1,437                  | 1,444                  | 1,798                  | 23.2                  | 24.5                  |
| 505      | Parkland                 | 1,529                  | 1,500                  | 1,630                  | 1,428                  | 1,499                  | -2.0                  | 5.0                   |
| 515      | Prairie State            | 932                    | 897                    | 832                    | 938                    | 757                    | -18.8                 | -19.3                 |
| 521      | Rend Lake                | 2,218                  | 1,202                  | 1,095                  | 1,181                  | 1,223                  | -44.9                 | 3.6                   |
| 537      | Richland                 | 1,021                  | 960                    | 1,077                  | 843                    | 827                    | -19.0                 | -1.9                  |
| 511      | Rock Valley              | 2,080                  | 1,749                  | 1,678                  | 1,604                  | 1,444                  | -30.6                 | -10.0                 |
| 506      | Sauk Valley              | 765                    | 666                    | 596                    | 691                    | 651                    | -14.9                 | -5.8                  |
| 531      | Shawnee                  | 544                    | 550                    | 522                    | 525                    | 568                    | 4.4                   | 8.2                   |
| 510      | South Suburban           | 702                    | 598                    | 529                    | 648                    | 684                    | -2.6                  | 5.6                   |
| 533      | Southeastern Illinois    | 554                    | 440                    | 395                    | 294                    | 352                    | -36.5                 | 19.7                  |
| 522      | Southwestern Illinois    | 2,713                  | 2,672                  | 2,555                  | 2,399                  | 2,013                  | -25.8                 | -16.1                 |
| 534      | Spoon River              | 436                    | 541                    | 460                    | 486                    | 449                    | 3.0                   | -7.6                  |
| 504      | Triton                   | 1,254                  | 1,335                  | 1,225                  | 1,333                  | 1,243                  | -0.9                  | -6.8                  |
| 516      | Waubonsee                | <u>1,758</u>           | <u>1,822</u>           | <u>1,923</u>           | <u>1,894</u>           | <u>1,625</u>           | <u>-7.6 %</u>         | <u>-14.2 %</u>        |
|          | Totals                   | 70,459                 | 66,143                 | 64,671                 | 62,242                 | 65,707                 | -6.7 %                | 5.6 %                 |

\*Collegiate level only--advancements in adult education and ESL programs are not included.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board  
Table C-2  
COMPARISON OF ANNUAL DUPLICATED COMPLETIONS\*  
BY DEGREE, FISCAL YEARS 2016-2020

| COLLEGIATE LEVEL           | 2015   |        | 2017   |        | 2018   |        | 2019   |        | 2020   |        |
|----------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| GENERAL ASSOCIATE          | 3,274  | 4.6%   | 3,803  | 5.7%   | 3,095  | 4.8%   | 2,871  | 4.6%   | 2,622  | 4.0%   |
| <i>Percent Change</i>      | -7.4%  |        | 16.2%  |        | -18.6% |        | -7.2%  |        | -8.7%  |        |
| TRANSFER                   | 21,175 | 30.1%  | 21,192 | 32.0%  | 20,648 | 31.9%  | 20,218 | 32.5%  | 28,168 | 42.9%  |
| <i>Percent Change</i>      | 4.7%   |        | 0.1%   |        | -2.6%  |        | -2.1%  |        | 39.3%  |        |
| Assoc. in Arts             | 12,009 |        | 12,423 |        | 13,349 |        | 13,521 |        | 13,579 |        |
| Assoc. in Science          | 8,208  |        | 7,779  |        | 6,466  |        | 5,547  |        | 5,039  |        |
| Assoc. in Arts & Science   | 585    |        | 556    |        | 409    |        | 362    |        | 308    |        |
| Assoc. in Eng. Science     | 252    |        | 335    |        | 325    |        | 303    |        | 312    |        |
| Assoc. in Fine Arts        | 112    |        | 96     |        | 96     |        | 80     |        | 111    |        |
| Assoc. in Teaching         | 9      |        | 3      |        | 3      |        | 0      |        | 0      |        |
| Gen. Ed. Core Curric.Cred. | --     |        | --     |        | --     |        | 405    |        | 8,819  |        |
| CAREER & TECHNICAL ED.     | 46,001 | 65.3%  | 41,133 | 62.2%  | 40,913 | 63.3%  | 39,143 | 62.9%  | 34,911 | 53.1%  |
| <i>Percent Change</i>      | -4.2%  |        | -10.6% |        | -0.5%  |        | -4.3%  |        | -10.8% |        |
| Assoc. in Applied Science  | 11,014 |        | 10,675 |        | 10,582 |        | 10,132 |        | 9,217  |        |
| Cert. of 1 Yr. or More     | 7,305  |        | 6,626  |        | 6,365  |        | 6,304  |        | 5,493  |        |
| Cert. of Less than 1 Yr.   | 27,682 |        | 23,830 |        | 23,966 |        | 22,707 |        | 20,201 |        |
| Vocational Skills Cert.    | 0      |        | 2      |        | 0      |        | 0      |        | 0      |        |
| GENERAL STUDIES CERT.      | 9      | 0.0%   | 15     | 0.0%   | 15     | 0.0%   | 10     | 0.0%   | 6      | 0.0%   |
| <i>Percent Change</i>      | 12.5%  |        | 66.7%  |        | 0.0%   |        | -33.3% |        | -40.0% |        |
| TOTAL COMPLETIONS          | 70,459 | 100.0% | 66,143 | 100.0% | 64,671 | 100.0% | 62,242 | 100.0% | 65,707 | 100.0% |
| <i>Percent Change</i>      | -1.8%  |        | -6.1%  |        | -2.2%  |        | -3.8%  |        | 5.6%   |        |

\*Collegiate level only--advancements in adult education and ESL programs are not included.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board  
 Table C-3  
 FISCAL YEAR 2020 DUPLICATED COMPLETERS\*  
 BY DEGREE AND GENDER

| COLLEGIATE LEVEL           | Male   |        | Female |        | Total  |        |
|----------------------------|--------|--------|--------|--------|--------|--------|
| GENERAL ASSOCIATE          | 1,040  | 3.5%   | 1,582  | 4.4%   | 2,622  | 4.0%   |
|                            | 39.7%  |        | 60.3%  |        | 100.0% |        |
| TRANSFER                   | 11,484 | 38.3%  | 16,684 | 46.7%  | 28,168 | 42.9%  |
|                            | 40.8%  |        | 59.2%  |        | 100.0% |        |
| Assoc. in Arts             | 5,460  |        | 8,119  |        | 13,579 |        |
| Assoc. in Science          | 2,298  |        | 2,741  |        | 5,039  |        |
| Assoc. in Arts & Science   | 126    |        | 182    |        | 308    |        |
| Assoc. in Eng. Science     | 269    |        | 43     |        | 312    |        |
| Assoc. in Fine Arts        | 32     |        | 79     |        | 111    |        |
| Assoc. in Teaching         | 0      |        | 0      |        | 0      |        |
| Gen. Ed. Core Curric.Cred. | 3,299  |        | 5,520  |        | 8,819  |        |
| CAREER & TECHNICAL ED.     | 17,428 | 58.2%  | 17,483 | 48.9%  | 34,911 | 53.1%  |
|                            | 49.9%  |        | 50.1%  |        | 100.0% |        |
| Assoc. in Applied Science  | 3,716  |        | 5,501  |        | 9,217  |        |
| Cert. of 1 Yr. or More     | 2,794  |        | 2,699  |        | 5,493  |        |
| Cert. of Less than 1 Yr.   | 10,918 |        | 9,283  |        | 20,201 |        |
| Vocational Skills Cert.    | 0      |        | 0      |        | 0      |        |
| GENERAL STUDIES CERT.      | 2      | 0.0%   | 4      | 0.0%   | 6      | 0.0%   |
|                            | 33.3%  |        | 66.7%  |        | 100.0% |        |
| TOTAL COMPLETIONS          | 29,954 | 100.0% | 35,753 | 100.0% | 65,707 | 100.0% |
|                            | 45.6%  |        | 54.4%  |        | 100.0% |        |

\*Collegiate level only--advancements in adult education and ESL programs are not included.  
 SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion  
 (A1 & A2) Records



Illinois Community College Board  
Table C-4  
FISCAL YEAR 2020 DUPLICATED COMPLETERS\*  
BY DEGREE AND ETHNICITY

| COLLEGIATE LEVEL           | Asian |        | Native American |        | African American |        | Latino |        | White  |        | Nonresident Alien |        | Pacific Islander |        | Two or More Races |        | Unknown |        | Total  |        |
|----------------------------|-------|--------|-----------------|--------|------------------|--------|--------|--------|--------|--------|-------------------|--------|------------------|--------|-------------------|--------|---------|--------|--------|--------|
| GENERAL ASSOCIATE          | 93    | 3.3%   | 8               | 6.2%   | 470              | 6.4%   | 578    | 4.0%   | 1,319  | 3.6%   | 35                | 7.3%   | 3                | 4.8%   | 55                | 3.5%   | 61      | 3.7%   | 2,622  | 4.0%   |
|                            | 3.5%  |        | 0.3%            |        | 17.9%            |        | 22.0%  |        | 50.3%  |        | 1.3%              |        | 0.1%             |        | 2.1%              |        | 2.3%    |        | 100.0% |        |
| TRANSFER                   | 1,388 | 49.7%  | 44              | 33.8%  | 2,762            | 37.7%  | 7,231  | 49.6%  | 15,043 | 40.5%  | 248               | 52.0%  | 31               | 49.2%  | 781               | 49.7%  | 640     | 38.9%  | 28,168 | 42.9%  |
|                            | 4.9%  |        | 0.2%            |        | 9.8%             |        | 25.7%  |        | 53.4%  |        | 0.9%              |        | 0.1%             |        | 2.8%              |        | 2.3%    |        | 100.0% |        |
| Assoc. in Arts             | 546   |        | 23              |        | 1,292            |        | 3,249  |        | 7,668  |        | 94                |        | 14               |        | 375               |        | 318     |        | 13,579 |        |
| Assoc. in Science          | 330   |        | 3               |        | 408              |        | 1,170  |        | 2,759  |        | 76                |        | 3                |        | 163               |        | 127     |        | 5,039  |        |
| Assoc. in Arts & Science   | 3     |        | 0               |        | 17               |        | 11     |        | 268    |        | 0                 |        | 0                |        | 9                 |        | 0       |        | 308    |        |
| Assoc. in Eng. Science     | 31    |        | 0               |        | 11               |        | 48     |        | 191    |        | 15                |        | 0                |        | 5                 |        | 11      |        | 312    |        |
| Assoc. in Fine Arts        | 2     |        | 0               |        | 6                |        | 25     |        | 66     |        | 1                 |        | 0                |        | 5                 |        | 6       |        | 111    |        |
| Assoc. in Teaching         | 0     |        | 0               |        | 0                |        | 0      |        | 0      |        | 0                 |        | 0                |        | 0                 |        | 0       |        | 0      |        |
| Gen. Ed. Core Curric.Cred. | 476   |        | 18              |        | 1,028            |        | 2,728  |        | 4,091  |        | 62                |        | 14               |        | 224               |        | 178     |        | 8,819  |        |
| CAREER & TECHNICAL ED.     | 1,310 | 46.9%  | 78              | 60.0%  | 4,098            | 55.9%  | 6,752  | 46.4%  | 20,768 | 55.9%  | 194               | 40.7%  | 29               | 46.0%  | 736               | 46.8%  | 946     | 57.4%  | 34,911 | 53.1%  |
|                            | 3.8%  |        | 0.2%            |        | 11.7%            |        | 19.3%  |        | 59.5%  |        | 0.6%              |        | 0.1%             |        | 2.1%              |        | 2.7%    |        | 100.0% |        |
| Assoc. in Applied Science  | 377   |        | 17              |        | 707              |        | 1,541  |        | 6,107  |        | 56                |        | 11               |        | 195               |        | 206     |        | 9,217  |        |
| Cert. of 1 Yr. or More     | 135   |        | 24              |        | 603              |        | 972    |        | 3,511  |        | 18                |        | 4                |        | 82                |        | 144     |        | 5,493  |        |
| Cert. of Less than 1 Yr.   | 798   |        | 37              |        | 2,788            |        | 4,239  |        | 11,150 |        | 120               |        | 14               |        | 459               |        | 596     |        | 20,201 |        |
| Vocational Skills Cert.    | 0     |        | 0               |        | 0                |        | 0      |        | 0      |        | 0                 |        | 0                |        | 0                 |        | 0       |        | 0      |        |
| GENERAL STUDIES CERT.      | 0     | 0.0%   | 0               | 0.0%   | 1                | 0.0%   | 3      | 0.0%   | 2      | 0.0%   | 0                 | 0.0%   | 0                | 0.0%   | 0                 | 0.0%   | 0       | 0.0%   | 6      | 0.0%   |
|                            | 0.0%  |        | 0.0%            |        | 16.7%            |        | 50.0%  |        | 33.3%  |        | 0.0%              |        | 0.0%             |        | 0.0%              |        | 0.0%    |        | 100.0% |        |
| TOTAL COMPLETIONS          | 2,791 | 100.0% | 130             | 100.0% | 7,331            | 100.0% | 14,564 | 100.0% | 37,132 | 100.0% | 477               | 100.0% | 63               | 100.0% | 1,572             | 100.0% | 1,647   | 100.0% | 65,707 | 100.0% |
|                            | 4.2%  |        | 0.2%            |        | 11.2%            |        | 22.2%  |        | 56.5%  |        | 0.7%              |        | 0.1%             |        | 2.4%              |        | 2.5%    |        | 100.0% |        |

\*Collegiate level only--advancements in adult education and ESL programs are not included.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board  
Table C-5  
FISCAL YEAR 2020 DUPLICATED COMPLETERS\*  
BY DEGREE AND AGE GROUP

| COLLEGIATE LEVEL           | Under 21 |        | 21-24  |        | 25-30  |        | 31-39 |        | 40-55 |        | Over 55 |        | Unknown |        | Total  |        |
|----------------------------|----------|--------|--------|--------|--------|--------|-------|--------|-------|--------|---------|--------|---------|--------|--------|--------|
| GENERAL ASSOCIATE          | 231      | 1.6%   | 855    | 3.7%   | 567    | 4.7%   | 481   | 5.8%   | 400   | 6.8%   | 87      | 7.4%   | 1       | 10.0%  | 2,622  | 4.0%   |
|                            | 8.8%     |        | 32.6%  |        | 21.6%  |        | 18.3% |        | 15.3% |        | 3.3%    |        | 0.0%    |        | 100.0% |        |
| TRANSFER                   | 7,697    | 51.9%  | 12,867 | 54.9%  | 4,313  | 35.6%  | 2,101 | 25.4%  | 1,034 | 17.6%  | 155     | 13.1%  | 1       | 10.0%  | 28,168 | 42.9%  |
|                            | 27.3%    |        | 45.7%  |        | 15.3%  |        | 7.5%  |        | 3.7%  |        | 0.6%    |        | 0.0%    |        | 100.0% |        |
| Assoc. in Arts             | 3,633    |        | 6,613  |        | 1,897  |        | 903   |        | 463   |        | 70      |        | 0       |        | 13,579 |        |
| Assoc. in Science          | 1,597    |        | 2,242  |        | 709    |        | 332   |        | 142   |        | 17      |        | 0       |        | 5,039  |        |
| Assoc. in Arts & Science   | 211      |        | 71     |        | 11     |        | 11    |        | 4     |        | 0       |        | 0       |        | 308    |        |
| Assoc. in Eng. Science     | 105      |        | 133    |        | 48     |        | 20    |        | 5     |        | 1       |        | 0       |        | 312    |        |
| Assoc. in Fine Arts        | 22       |        | 65     |        | 12     |        | 5     |        | 3     |        | 3       |        | 1       |        | 111    |        |
| Assoc. in Teaching         | 0        |        | 0      |        | 0      |        | 0     |        | 0     |        | 0       |        | 0       |        | 0      |        |
| Gen. Ed. Core Curric.Cred. | 2,129    |        | 3,743  |        | 1,636  |        | 830   |        | 417   |        | 64      |        | 0       |        | 8,819  |        |
| CAREER & TECHNICAL ED.     | 6,899    | 46.5%  | 9,691  | 41.4%  | 7,246  | 59.8%  | 5,679 | 68.7%  | 4,451 | 75.6%  | 937     | 79.5%  | 8       | 80.0%  | 34,911 | 53.1%  |
|                            | 19.8%    |        | 27.8%  |        | 20.8%  |        | 16.3% |        | 12.7% |        | 2.7%    |        | 0.0%    |        | 100.0% |        |
| Assoc. in Applied Science  | 700      |        | 3,292  |        | 2,278  |        | 1,638 |        | 1,130 |        | 179     |        | 0       |        | 9,217  |        |
| Cert. of 1 Yr. or More     | 520      |        | 1,601  |        | 1,372  |        | 1,009 |        | 805   |        | 186     |        | 0       |        | 5,493  |        |
| Cert of Less than 1 Yr.    | 5,679    |        | 4,798  |        | 3,596  |        | 3,032 |        | 2,516 |        | 572     |        | 8       |        | 20,201 |        |
| Vocational Skills Cert.    | 0        |        | 0      |        | 0      |        | 0     |        | 0     |        | 0       |        | 0       |        | 0      |        |
| GENERAL STUDIES CERT.      | 0        | 0.0%   | 4      | 0.0%   | 1      | 0.0%   | 0     | 0.0%   | 1     | 0.0%   | 0       | 0.0%   | 0       | 0.0%   | 6      | 0.0%   |
|                            | 0.0%     |        | 66.7%  |        | 16.7%  |        | 0.0%  |        | 16.7% |        | 0.0%    |        | 0.0%    |        | 100.0% |        |
| TOTAL COMPLETIONS          | 14,827   | 100.0% | 23,417 | 100.0% | 12,127 | 100.0% | 8,261 | 100.0% | 5,886 | 100.0% | 1,179   | 100.0% | 10      | 100.0% | 65,707 | 100.0% |
|                            | 22.6%    |        | 35.6%  |        | 18.5%  |        | 12.6% |        | 9.0%  |        | 1.8%    |        | 0.0%    |        | 100.0% |        |

\*Collegiate level only--advancements in adult education and ESL programs are not included.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records





Illinois Community College Board  
Table C-6  
FISCAL YEAR 2020 DUPLICATED COMPLETERS\*  
BY DEGREE AND STUDENT INTENT\*\*

| COLLEGIATE LEVEL           | Prepare for Transfer to Four-Year Institution |        | Improve Present Job Skills |        | Prepare for Job After Community College |        | Improve Basic Skills or Prepare for High School Equivalency |        | Personal Interest/Self Development |        | Other or No Indication |        | Total  |        |
|----------------------------|---|--------|----------------------------|--------|---|--------|---|--------|------------------------------------|--------|------------------------|--------|--------|--------|
| GENERAL ASSOCIATE          | 1,205   | 4.1%   | 157                        | 3.6%   | 764                                     | 3.5%   | 19  | 2.6%   | 171                                | 4.7%   | 306                    | 5.3%   | 2,622  | 4.0%   |
|                            | 46.0%   |        | 6.0%                       |        | 29.1%                                   |        | 0.7%  |        | 6.5%                               |        | 11.7%                  |        | 100.0% |        |
| TRANSFER                   | 19,351  | 65.9%  | 740                        | 17.2%  | 4,045                                   | 18.4%  | 159   | 21.9%  | 1,686                              | 46.7%  | 2,187                  | 38.2%  | 28,168 | 42.9%  |
|                            | 68.7%   |        | 2.6%                       |        | 14.4%                                   |        | 0.6%  |        | 6.0%                               |        | 7.8%                   |        | 100.0% |        |
| Assoc. in Arts             | 9,751   |        | 338                        |        | 1,844                                   |        | 77  |        | 424                                |        | 1,145                  |        | 13,579 |        |
| Assoc. in Science          | 3,666   |        | 106                        |        | 581                                     |        | 34  |        | 288                                |        | 364                    |        | 5,039  |        |
| Assoc. in Arts & Science   | 251   |        | 9                          |        | 24                                      |        | 0   |        | 4                                  |        | 20                     |        | 308    |        |
| Assoc. in Eng. Science     | 260   |        | 3                          |        | 28                                      |        | 2   |        | 4                                  |        | 15                     |        | 312    |        |
| Assoc. in Fine Arts        | 64  |        | 3                          |        | 13                                      |        | 0   |        | 9                                  |        | 22                     |        | 111    |        |
| Assoc. in Teaching         | 0   |        | 0                          |        | 0                                       |        | 0   |        | 0                                  |        | 0                      |        | 0      |        |
| Gen. Ed. Core Curric.Cred. | 5,359   |        | 281                        |        | 1,555                                   |        | 46  |        | 957                                |        | 621                    |        | 8,819  |        |
| CAREER & TECHNICAL ED.     | 8,821   | 30.0%  | 3,414                      | 79.2%  | 17,148                                  | 78.1%  | 548   | 75.5%  | 1,754                              | 48.6%  | 3,226                  | 56.4%  | 34,911 | 53.1%  |
|                            | 25.3%   |        | 9.8%                       |        | 49.1%                                   |        | 1.6%  |        | 5.0%                               |        | 9.2%                   |        | 100.0% |        |
| Assoc. in Applied Science  | 2,524   |        | 708                        |        | 4,738                                   |        | 96  |        | 300                                |        | 851                    |        | 9,217  |        |
| Cert. of 1 Yr. or More     | 1,190   |        | 738                        |        | 2,885                                   |        | 55  |        | 188                                |        | 437                    |        | 5,493  |        |
| Cert. of Less than 1 Yr.   | 5,107   |        | 1,968                      |        | 9,525                                   |        | 397   |        | 1,266                              |        | 1,938                  |        | 20,201 |        |
| Vocational Skills Cert.    | 0   |        | 0                          |        | 0                                       |        | 0   |        | 0                                  |        | 0                      |        | 0      |        |
| GENERAL STUDIES CERT.      | 4   | 0.0%   | 1                          | 0.0%   | 0                                       | 0.0%   | 0   | 0.0%   | 0                                  | 0.0%   | 1                      | 0.0%   | 6      | 0.0%   |
|                            | 66.7%   |        | 16.7%                      |        | 0.0%                                    |        | 0.0%  |        | 0.0%                               |        | 16.7%                  |        | 100.0% |        |
| TOTAL COMPLETIONS          | 29,381  | 100.0% | 4,312                      | 100.0% | 21,957                                  | 100.0% | 726   | 100.0% | 3,611                              | 100.0% | 5,720                  | 100.0% | 65,707 | 100.0% |
|                            | 44.7%   |        | 6.6%                       |        | 33.4%                                   |        | 1.1%  |        | 5.5%                               |        | 8.7%                   |        | 100.0% |        |

\*Collegiate level only--advancements in adult education and ESL programs are not included.

\*\*Current student intent is examined. When not available, student intent at time of college entrance is used.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board  
Table C-7  
FISCAL YEAR 2020 DUPLICATED COMPLETERS\*  
BY DEGREE AND DEGREE OBJECTIVE

| COLLEGIATE LEVEL           | Complete One<br>or Several<br>Courses - Not<br>Pursuing a Degree |        | To Complete<br>a Certificate |        | To Complete<br>an Associate<br>Degree |        | No<br>Indication |    | Total  |        |
|----------------------------|--|--------|------------------------------|--------|---------------------------------------|--------|------------------|----|--------|--------|
| GENERAL ASSOCIATE          | 388  | 3.2%   | 159                          | 1.5%   | 2,075                                 | 4.8%   | 0                | -- | 2,622  | 4.0%   |
|                            | 14.8%  |        | 6.1%                         |        | 79.1%                                 |        | 0.0%             |    | 100.0% |        |
| TRANSFER                   | 5,506  | 45.7%  | 625                          | 6.1%   | 22,037                                | 50.8%  | 0                | -- | 28,168 | 42.9%  |
|                            | 19.5%  |        | 2.2%                         |        | 78.2%                                 |        | 0.0%             |    | 100.0% |        |
| Assoc. in Arts             | 2,046  |        | 271                          |        | 11,262                                |        | 0                |    | 13,579 |        |
| Assoc. in Science          | 851  |        | 94                           |        | 4,094                                 |        | 0                |    | 5,039  |        |
| Assoc. in Arts & Science   | 11   |        |                              |        | 297                                   |        | 0                |    | 308    |        |
| Assoc. in Eng. Science     | 39   |        | 2                            |        | 271                                   |        | 0                |    | 312    |        |
| Assoc. in Fine Arts        | 9  |        | 1                            |        | 101                                   |        | 0                |    | 111    |        |
| Assoc. in Teaching         | 0  |        | 0                            |        | 0                                     |        | 0                |    | 0      |        |
| Gen. Ed. Core Curric.Cred. | 2,550  |        | 257                          |        | 6,012                                 |        | 0                |    | 8,819  |        |
| CAREER & TECHNICAL ED.     | 6,163  | 51.1%  | 9,512                        | 92.4%  | 19,236                                | 44.4%  | 0                | -- | 34,911 | 53.1%  |
|                            | 17.7%  |        | 27.2%                        |        | 55.1%                                 |        | 0.0%             |    | 100.0% |        |
| Assoc. in Applied Science  | 988  |        | 572                          |        | 7,657                                 |        | 0                |    | 9,217  |        |
| Cert. of 1 Yr. or More     | 576  |        | 2,030                        |        | 2,887                                 |        | 0                |    | 5,493  |        |
| Cert. of Less than 1 Yr.   | 4,599  |        | 6,910                        |        | 8,692                                 |        | 0                |    | 20,201 |        |
| Vocational Skills Cert.    | 0  |        | 0                            |        | 0                                     |        | 0                |    | 0      |        |
| GENERAL STUDIES CERT.      | 0  | 0.0%   | 1                            | 0.0%   | 5                                     | 0.0%   | 0                | -- | 6      | 0.0%   |
|                            | 0.0%   |        | 16.7%                        |        | 83.3%                                 |        | 0.0%             |    | 100.0% |        |
| TOTAL COMPLETIONS          | 12,057   | 100.0% | 10,297                       | 100.0% | 43,353                                | 100.0% | 0                | -- | 65,707 | 100.0% |
|                            | 18.3%  |        | 15.7%                        |        | 66.0%                                 |        | 0.0%             |    | 100.0% |        |

\*Collegiate level only--advancements in adult education and ESL programs are not included.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

Item #12.5  
March 26, 2021

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 Program Approval**

Moraine Valley Community College

- ASL Deaf Studies Certificate (28 credit hours)

Harry S. Truman College

- Learning Behavior Specialist Certificate (15 credit hours)

Item #16  
March 26, 2021

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; June 12, 2020; September 11, 2020; December 4, 2020 are to remain confidential. All other Executive Session Minutes are available for public inspection.