

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

Marriott Bloomington-Normal Hotel & Conference Center  
Room Redbird F/G  
201 Broadway  
Normal, IL

June 2, 2023

<u>9:00 a.m.</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Dr. Laz Lopez, Board Chair	—
2.1a Attendance by Means Other Than Physical Presence ( <b>ACTION</b> )	—
2.1b Nomination of the Illinois Community College Board Vice Chair ( <b>ACTION</b> )	1
2.1c Resolution for John A. Logan College ( <b>ACTION</b> )	2
3. Board Member Comments	—
4. Executive Director Report <b>Dr. Brian Durham</b>	—
4.1 Illinois Community College Board Goals Annual Update	3-18
5. Acknowledgments	
5.1 Dr. Maureen Dunne, President, Illinois Community College Trustees Association	—
5.2 Mr. Renee Juarez-Cuevas, President, Student Advisory Council	—
5.3 Mr. Terry Wilkerson, President, Illinois Council of Community College Presidents	—
6. Advisory Organizations	
6.1 Student Advisory Council <b>Mr. Renee Juarez-Cuevas</b>	—
6.2 Illinois Council of Community College Presidents <b>Mr. Terry Wilkerson</b>	—
6.3 Adult Education and Family Literacy Council <b>Mr. Dan Deasy</b>	—
6.4 Illinois Community College Trustees Association <b>Mr. Jim Reed</b>	—
7. Committee Reports	
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7.2a Fiscal Year 2024 Budget <b>Ms. Jennifer Franklin</b>	22
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9.1 Parkland College	37-65

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16.	Executive Session Recommendations ( <i>ACTION</i> )	
16.1	Employment/Appointment Matters	—
17.	Adjournment	—

Item #2.1b  
June 2, 2023

Illinois Community College Board

**NOMINATION OF VICE CHAIR**

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

Illinois Community College Board

**RESOLUTION HONORING JOHN A. LOGAN COLLEGE MEN'S BASKETBALL TEAM**

The members of the Illinois Community College Board wish to congratulate John A. Logan college men's basketball team, the Volunteers, on winning the 2023 National Junior College Athletic Association (NJCAA) Division I National Championship. The following resolution congratulating John A. Logan College will be read and signed by the Chair on behalf of the Board.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following resolution.

Resolution of Congratulations to  
**JOHN A. LOGAN COLLEGE MEN'S BASKETBALL TEAM**

WHEREAS, The John A. Logan College men's basketball team, the Volunteers, finished the year with a record setting 32-2 season having won 31 straight games; and

WHEREAS, The John A. Logan College men's basketball team were the Great Rivers Athletic Conference Champions and the Region 24 Campings; and

WHEREAS, The John A. Logan College men's basketball team was the Number 1 seed in the National Junior College Athletic Association (NJCAA) Tournament and won four games in six days including a come-from-behind victory over defending champion Northwest Florida to win the first national championship in program history and only the second championship in Illinois history; and

WHEREAS, The John A. Logan College men's basketball team is led by Head Coach Tyler Smithpeters, Assistant Coach Tadd Andrews, and Assistant Coach Marcus Walker; and

WHEREAS, In his first year as head coach of the Volunteers, Tyler Smithpeters was named the Great Rivers Athletic Conference Coach of the Year, Region 24 Coach of the Year, National Tournament Outstanding Coach, and NJCAA Division I Coach of the Year.; and

WHEREAS, The John A. Logan College men's basketball team is comprised of James Dent, Rayzhaun Bardo, Elijah Jones, Sean Smith, Justin Cross, Teon Nesbitt, Grant Jones, Isaiah Stafford, Eli Downen, Eliot Lowndes, KJ Debrick, Outstanding Player of the National Tournament Quimari Peterson, and NJCAA Division I Men's Basketball Player of the Year, Curt Lewis;

THEREFORE, we, the members of the Illinois Community College Board, do hereby congratulate the John A. Logan College men's basketball team on winning the 2023 National Junior College Athletic Association Division I National Championship and recognize the fans, coaches, players, support staff, and administrators for their role in building a championship team and we express our sincere best wishes for a successful program well into the future.

Illinois Community College Board

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD GOALS  
ANNUAL UPDATE**

An update and review of the progress on all of the ICCB Board goals occurs annually during the June Board meeting. A brief power point presentation will be provided to the Board highlighting our most recent progress toward the achievement of these goals. A more in-depth written report is also included. As a reminder, the ICCB goal statement is:

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

**GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.

**GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.

**GOAL 3:** Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

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



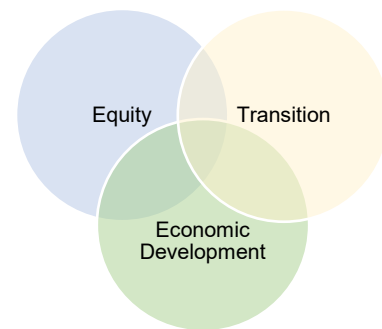
## ICCB END OF YEAR EXECUTIVE DIRECTOR'S BOARD GOALS REPORT

Annually, in June, the Executive Director provides a report on progress toward the Board Goals. This update is provided via a presentation to the Board. This document provides supplementary information and additional details around key aspects of the goals, which are enumerated below. The goals also overlap significantly, as each specific program has implications for all three Board goals. In addition, the agency performs a number of core functions that are also briefly enumerated prior to the specific discussion on each goal. The latest iteration of the Board Goals is provided below. These are affirmed, modified, and adopted annually as a part of the agency's Board retreat which will take place in September of this year.

### The Board Goals

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

- **GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- **GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- **GOAL 3:** Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.



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

### Core Responsibilities

It is also important to point out that the implementation of the Board goals takes place also through the agency's broad but core responsibilities that aren't often easily categorized. As the five bullets below highlight, in addition to the many programs and initiatives represented in the Board Goals, substantial and significant work takes place in areas of critical importance to the system, much of

which also constitutes the core responsibilities of the Board itself. Each of these areas also make substantial contributions to the implementation of the Board Goals.

**College Recognition:** Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges meet standards around instruction, administration, finances, facilities, and equipment as established by the ICCB.

**Program Approval and Review:** During fiscal year 2022, the ICCB approved 122 new programs across the system. There are 287 transfer degrees, 1,218 AAS degrees, 3,021 certificates, and a total of 4,526 approved programs in the system. In addition, staff work diligently to approve individual courses for colleges and to process various curriculum related requests and changes.

**Institutional Research and Reporting:** Eight hundred sixty-four distinct final submissions from the colleges on an annual basis are managed through the agency, with most colleges submitting multiple times to meet the specific requirements of data validation.

**Community College Funding:** The ICCB is responsible for formula allocation and administering of the state appropriations for Base Operating, Equalization, and Veterans grant funding. The state appropriation system funding provides over \$268 million to 39 community college districts.

**Grants Administration:** The ICCB administered over 895 grants totaling \$533,631,816 in fiscal year 2023, including Base Operating and Equalization.

**Partnership with the Office of the Governor and the General Assembly:** Throughout the General Assembly (GA) session, the agency is deeply engaged with the GA on issues of importance to the agency and system, including but not limited to the Board's own legislative priorities. In addition, the leadership team works closely with the Governor's Office on the administration of programs and the implementation of the Governor's priorities.

## Goal 1: Equity

### ➤ Agency Diversity, Equity, and Inclusion (DEI) Plan

In July of 2020, Governor Pritzker required each state agency to develop a Diversity, Equity, and Inclusion (DEI) plan. This plan was initially submitted to the Governor's Office on December 4, 2020. By January of 2021 the agency had formed an internal DEI committee that over the subsequent months reviewed agency manuals and materials, the ICCB employee guidebook, the agency's administrative rules, and the agency's web presence.

Internally, the agency's DEI committee has reviewed all major agency documents and made numerous recommendations. Changes to the agency's Recognition manual and Program Review manual were immediately implemented. Recommendations regarding the agency's employee guidebook began to be implemented with a number being assigned as human resources related goals. Additional recommendations about pronouns, professional development, and DEI training were also made. Three staff went through the Train the Trainer program offered by the Governor's Office of Equity and Illinois Department of Human Rights. The agency also appointed a Chief Diversity Office and proposed an HR position in the budget recommendations, both emanating from the work of this committee.

Externally facing goals are focused on promoting access and equity in the system and include the implementation of equity plans (a key focus of the IBHE Strategic Plan – A Thriving Illinois), and heightened attention to equitable access to services. To this end, the agency makes equity considerations central to all programs, alongside equity planning work.

#### **Fiscal Year 2024 Goals:**

- Continued implementation of the agency’s DEI Plan.

#### **➤ Workforce Equity Initiative**

In 2019, the agency was funded for \$18.7 million dollars to implement the WEI Initiative, with a target goal of 60 percent African American students enrolled, and placement in jobs at 30 percent above a living wage. That funding has continued since then. In its first two years, WEI served over 6,500 Illinois residents producing 6,100 credentials with a 61 percent completion rate and 67 percent employment rate, surpassing national averages on completion. The average wage of those employed in fiscal year 2021 was \$20.39. The program serves 100 percent individuals in poverty, costs roughly \$5,200 - \$5,500 per student, and consistently exceeds its goals in reaching the African American population. It provides around 125 training programs across 18 community colleges. Compared to national rates of students who start college at a community college, 41 percent earn a postsecondary credential in six years. This number dips to 29 percent for African American students. WEI’s completion rate more than doubles this number, being 70 percent in fiscal year 2021. The data table below provides more specific details.

<b>WEI Metrics</b>	<b>FY20 Final</b>	<b>FY21 Final</b>	<b>FY22 at Q5 (12.31.22)</b>
<b># of Participating Colleges</b>	15	17	18
<b>60% Target for African American Participants</b>	76%	71%	72%
<b>60% Average Target for Completers of Enrolled</b>	60%	62%	63%
<b>60% Average Target for Employed of Completers</b>	65%	70%	48%
<b># of Applications Received</b>	8,985	6,101	6,706
<b># of Total Enrolled Students</b>	3,209	3,323	3,032
<b># of Total African American Students</b>	2,429	2,345	2,193
<b># of Accelerated Completers</b>	1,938	2,064	1,907
<b># of Credentials Earned</b>	2,526	3,613	2,573
<b># of Completers Employed</b>	1,249	1,435	911
<b># of Completers Transitioning to Additional Post Secondary Education</b>	n/a	153	168
<b>Average Hourly Wage: MIT +30% Average Targets for the Consortium are: FY20 (\$13.88), FY21 (\$16.08) FY22 (\$19.72)</b>	\$17.69	\$20.39	\$20.40
<b>@ 30% Above Living Wage; Remaining on Pathway</b>	n/a	69%	58%
<b>Average Cost Per Student Enrolled</b>	\$5,565	\$5,227	\$4,043

The WEI participating colleges and a list of programs can be found at: <https://www.illinoiswei.org/>

It should be noted that the agency also received \$745,200 to implement the Lumina Foundation Employment Connection Project (ECP), in partnership with Jobs for the Future with a focus on helping colleges increase their employment outcomes and to strengthen the ICCB’s ability to



obtain data for research and to track individual job attainment and retention in high demand jobs that pay 30 percent above the regional living wage.

#### **Fiscal Year 2024 Goals:**

- Continued strengthening of employer connections.
- Heightened focus on the most successful program areas connected to the living wage.
- Explore opportunities for sites to engage directly with one another through communities of practice.
- Explore opportunities to expand the program.

#### **➤ Equity Plans**

Illinois HB 5464 requires all public institutions of higher education to develop an equity plan and implement practices that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups. These plans are to be submitted to the ICCB and the Board of Higher Education (IBHE).

The law states that IBHE & ICCB will require all public institutions of higher education to develop and submit an equity plan and practices, and will submit (annually) to the general assembly and the Governor a description of plans submitted by each institution including:

- financial data relating to the most recent fiscal year
- the effectiveness of the plans and programs
- the degree of compliance by each institution
- findings from studying and monitoring the outcomes and institutional success.

Institutions are required to develop an equity plan and implement practices that, at a minimum, increase access, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups and submit the equity plans to the IBHE. ICCB will be facilitating all submissions for community colleges.

The ICCB and IBHE are co-facilitators of an Equity Planning Advisory Committee. The committee is made up of diversity, equity, inclusion, and access experts including both community colleges and universities, the Governor's Equity Office, as well as community organizations. The Committee's charge is to:

*Provide recommendations to the Illinois Board of Higher Education and the Illinois Community College Board on the elements, methods, practices, and strategies to be included in an Illinois Higher Education Equity Plan framework. The framework will be used by public higher education institutions to develop new and expand existing equity efforts and from the data, explore ways in which to close gaps that exist among underrepresented and minoritized groups within their respective institutions.*

#### **Fiscal Year 2024 Goals:**

- Develop and release a framework for Equity Planning.
- Develop and implement training for institutions, as they work to implement equity plans.
- Develop and implement a process to evaluate institutional plans.

### ➤ Learning Renewal

Community colleges have provided extensive academic and social emotional support to students as part of the Learning Renewal initiative. Supports include increased academic advising, embedded tutoring, laptop loan programs, mental health counseling, wellness services, and direct student aid, etc. The data below illustrates the program's success.

- **1,054** students received access to loaner laptops and hotspots, first-day textbook access, and simulation pads.
- Colleges have provided **3,793** students with direct student support and basic needs support, including tuition and books, meals, childcare assistance, and others.
- Over **4,760** students have participated in wellness and mental health events.
- **864** students have participated in bridge programs, boot camps, and first year experiences.
- Over **3,338** students received support for food insecurity including food vouchers, food and necessities from food pantries, and meal cards. This does not include grab and go food pantry access, which if recorded, would likely result in even higher numbers.
- **7,543** students received mental health support including screenings and counseling.
- **5,528** students received materials related to mental health care.
- **876** students engaged with peer counselors or peer support.
- **1,886** students benefited from case management services.
- **10,429** students engaged in tutoring.
- Professional development was provided to **874** faculty and staff related to academic support and education and to **1,614** faculty and staff related to social emotional support, including many schools providing Mental Health 1st Aid Training.

Additionally, the community colleges involved with the Illinois Tutoring Initiative currently serve 14 school districts and 32 individual schools by providing high-impact tutoring to 548 students in grades 3-8.

### **Fiscal Year 2024 Goals:**

- While colleges will have fully implemented the strategies of their Learning Renewal plans by the end of fiscal year 2023, the sustainable impact of increased resources and community connections will continue in fiscal year 2024 and beyond.

## ➤ Illinois Postsecondary Profile

Enhancements to the ICCB-IBHE-ISAC cross-agency platform continued in fiscal year 2023 including:

- A new State Profile to easily examine graduate trends by Illinois higher education sector,
- Additional data points in the Equity Profile for increased DEI analysis, and
- Expansion of the “Making it Happen” Profile which includes many of ISAC’s resources to assist students in navigating the college-going process.

More information can be found at [www.illinoispostsecondaryprofiles.com](http://www.illinoispostsecondaryprofiles.com)

## Fiscal Year 2024 Goals:

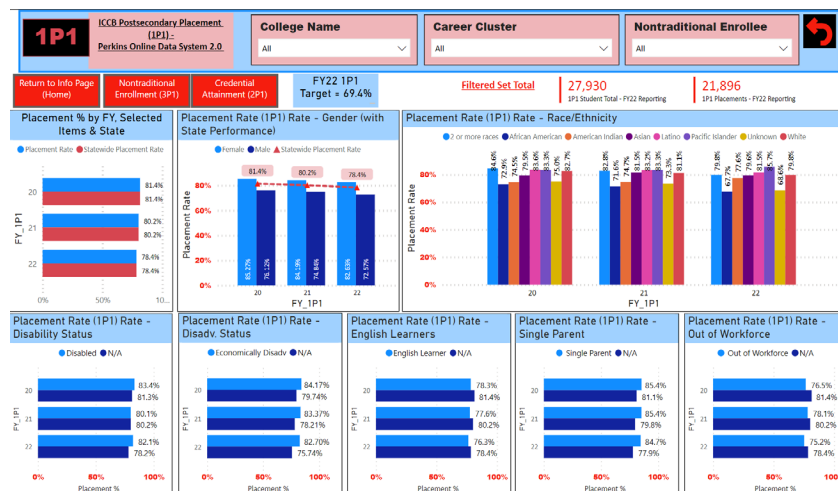
- Expand mapping visualization features for easy analysis of supply (graduates) and demand (occupational/industry need).
- Examine processes in the Longitudinal Data System (LDS) 2.0 infrastructure to include new cross-agency momentum data points (high school to college-going rate, community college development education rate, etc.).



## ➤ CTE Programs of Study Dashboard

The agency recently launched a CTE program of study dashboard intended to promote CTE student and program analysis and strengthen performance for accountability reporting. The dashboard allows ICCB, the Illinois Community College System, and external stakeholders to access CTE performance data with user-friendly visualizations, and to focus on the disaggregation of data as they analyze program success. The screenshot below provides a sample of available information. The dashboard allows for analysis such as:

- Data and performance of at-risk students and special populations in CTE.
- Subgroups analysis that includes gender, race/ethnicity, disability, economically disadvantaged, English as a Second Language learners, single parents, and unemployed.
- The identification of achievement and equity gaps by community college.



The dashboard can be accessed at: <http://www2iccb.org/pods2/>.

### Fiscal Year 2024 Goals:

- Continue training and solicitation of feedback on the Dashboard with ICCB staff and the Illinois community college system.
- Ingest academic year 2023 CTE data into the Dashboard.

#### ➤ Short-Term Funding for Certificate Programs via MAP

In June of 2022, the agency successfully advocated for the implementation of MAP for short term certificate programs. At this juncture, these are widely available and being implemented in the system. Students are now able to take advantage of this state financial aid opportunity, opening doors for more minority, first generation, and low income students to access college. The agency is currently exploring a data match with ISAC (to help them assess the data) for academic year 2023, which will be available in October. ISAC is exploring how to better track short-term certificate claims going forward to avoid the data match requirement.

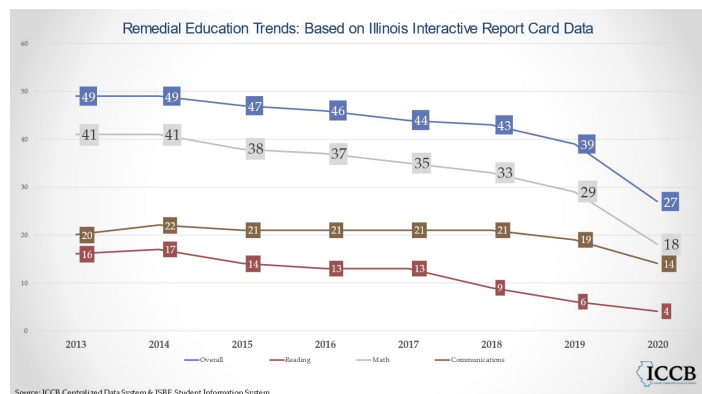
### Fiscal Year 2024 Goals:

- Work with ISAC to understand the impact of this programmatic change to MAP.
- Launch an awareness campaign to ensure that community college students are taking advantage of this opportunity, in consultation with the Community College Marketing Collaborative.

## Goal 2: Transition

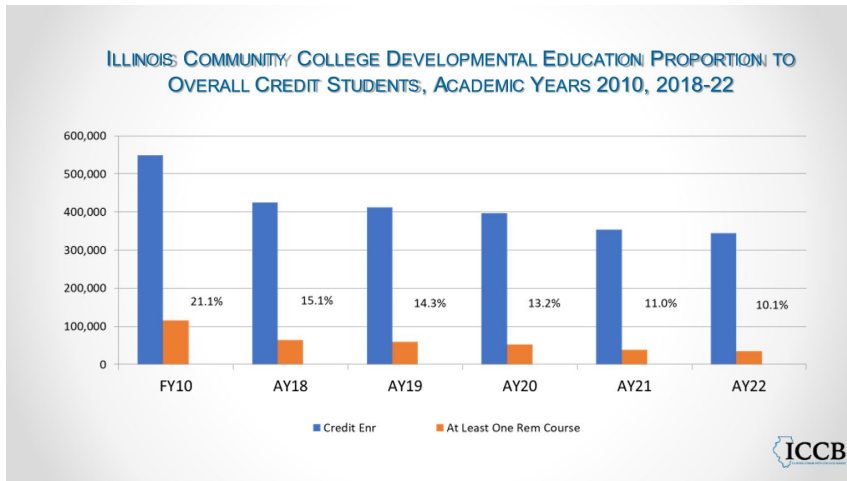
#### ➤ Developmental Education Reforms

ICCB has been working to implement the Developmental Education Reform Act (DERA), which has its basis in the agency's long history of work around developmental education (e.g., multiple measures placement policy). ICCB has supported the work of colleges to scale reform efforts around co-requisite and other alternative developmental education models and included support from advocates such as Partnership for College Completion and Women Employed.



Reports and Scaling plans for reform for all 39 college districts were received as required by law this past year. In addition, ICCB continues to provide institutions with support through competitive grants. Carried over into fiscal year 2023, there were 12 Developmental Education Innovation grants focused on co-requisite implementation and faculty development and scaling reforms, and six new ones awarded as part of the DERA Implementation Project requiring institutional partnerships. Also, filed per legislative requirement was the Status of Developmental Education Reform in the Illinois Community College System Fiscal Year 2023 report found here: [http://www2.iccb.org/iccb/wp-content/pdfs/academic\\_affairs/2023\\_ICCB\\_Dev\\_Ed\\_Status\\_Update\\_Report\\_FINAL.pdf](http://www2.iccb.org/iccb/wp-content/pdfs/academic_affairs/2023_ICCB_Dev_Ed_Status_Update_Report_FINAL.pdf).

The chart above shows trends in the reduction of developmental education needs over the past several years. The chart below shows the reduction in the proportion of developmental education offered at community colleges. This reduction in developmental rates can be directly attributed to reform efforts around developmental as well as transitional instruction, which is discussed next.



#### **Fiscal Year 2024 Goals:**

- Implement scaling reform efforts through grants awarded to the colleges to work in partnership with similar work.
- In addition, ICCB will file the Placement Policy report as well as proposed new rules around reform efforts and reporting.

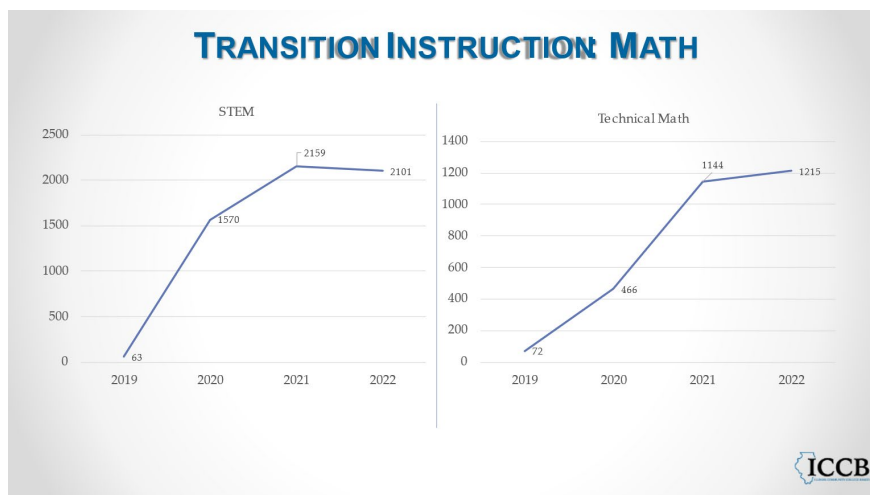
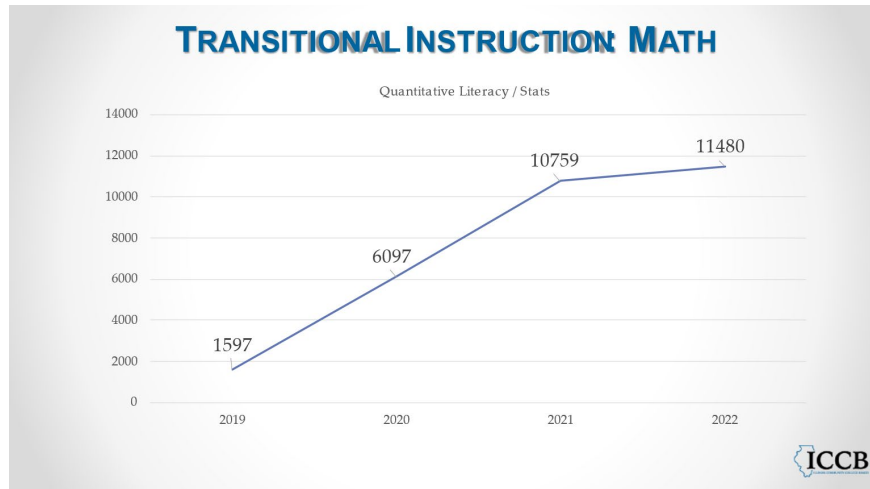
#### **➤ Transitional Instruction**

Transitional Instruction provides those students who are not college ready the opportunity to achieve readiness prior to graduating high school. If a student passes a transitional course with a “C” or better, that student must be allowed to enter credit bearing math or English, without a placement test, per the law.

The ICCB manages the course approval process for transitional instruction. There are 75 transitional English courses approved to date and 531 transitional math courses approved to date. There are 126 high schools that are approved to offer the STEM pathway, 383 high schools are approved to offer the QL/Stats pathway, 22 high schools are approved to offer Technical Math pathway, and 14 high schools are approved to offer all three math pathways. Seventy-five high schools are approved to offer Transitional English courses.

Carried over from fiscal year 2023, there were eight competitive Transitional Instruction Innovation grants awarded, focusing on support for faculty and Transitional English (total of \$153,653). A formal research project to assess the effectiveness of transitional instruction is underway.

The two tables below illustrate the growth in Transitional Instruction focused on math, over the past several years.

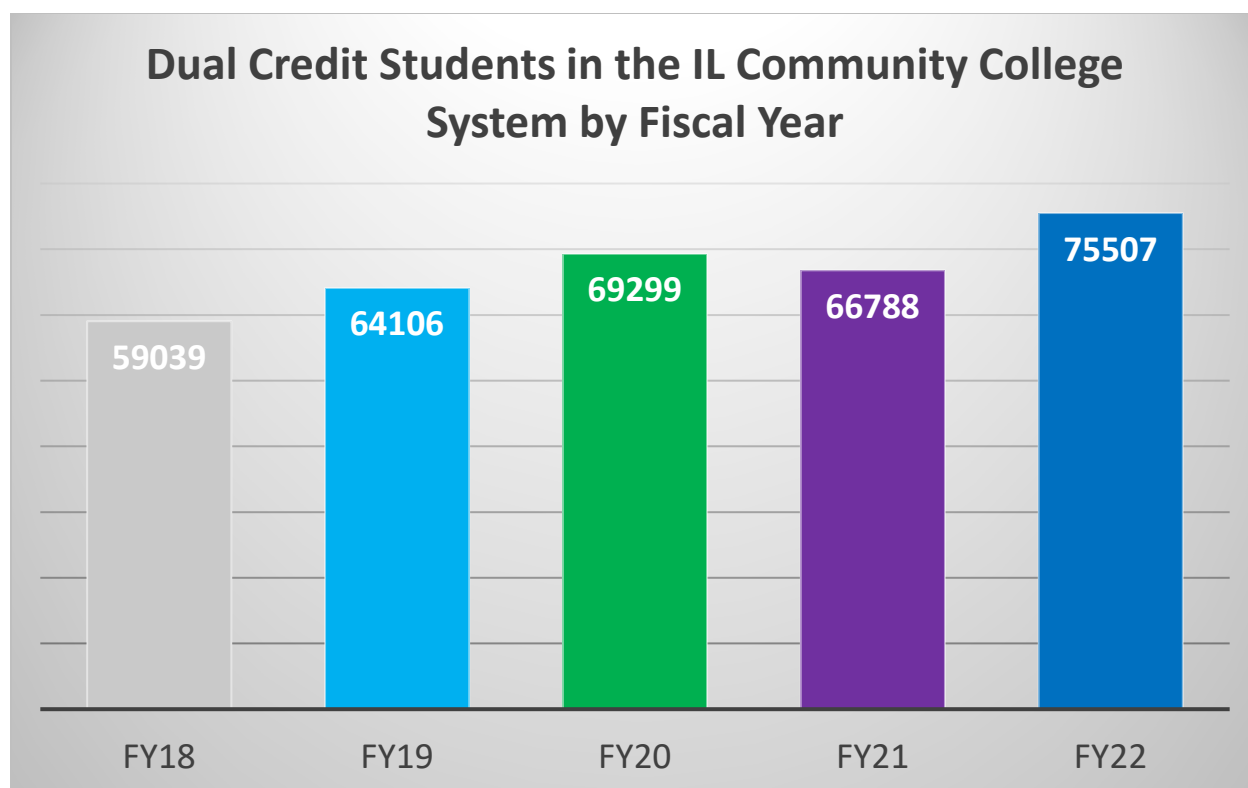


#### Fiscal Year 2024 Goals:

- Complete the Evaluation project for the effectiveness of Transitional Math Instruction and begin the five-year course review process.

#### ➤ Dual Credit

During fiscal year 2022, 75,507 high school students enrolled in one or more community college dual credit courses, reflecting a 13.1 percent increase from the previous fiscal year and a 27.9 percent increase since fiscal year 2018. During the year, community colleges offered a total of 13,543 dual credit courses. High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework. The graduation rate of students who had previously enrolled in dual credit was nearly 20 percent higher than those without dual credit prior to entering the fall cohort. The recently released report DUAL CREDIT IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM shows a similar pattern across race/ethnicity as well as for students by Pell recipient status. The report can be accessed at: [http://www.iccb.org/wp-content/pdfs/reports/2022\\_Dual\\_Credit\\_Report\\_Final.pdf](http://www.iccb.org/wp-content/pdfs/reports/2022_Dual_Credit_Report_Final.pdf). The chart below provides overall numbers.



#### Fiscal Year 2024 Goals:

- Continue to implement recent changes to the Dual Credit Quality Act, including mixed classrooms and the Professional Development Plan.
- Reconvene the Model Partnership Agreement (MPA) committee to review the MPA modifications based upon updates to the law.

#### ➤ CTE Programs of Study

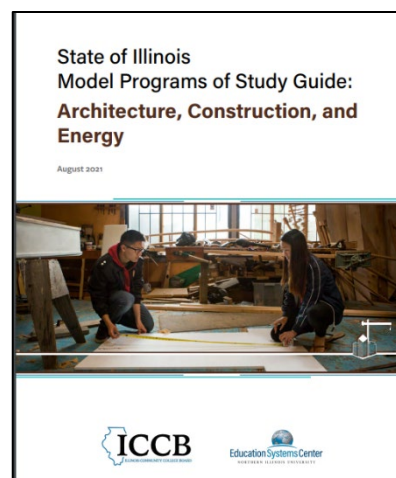
To date, 434 CTE Programs of Study have been submitted to ICCB for approval. Over 300 have been approved, including:

- 36 Programs for the Automotive Pathway
- 30 Programs for the Nursing Pathway
- 20 Programs for the Medical Assisting Pathway
- 17 Programs for the Welding Pathway

In addition, the agency has worked to develop and implement the **Model Programs of Study Guides**. The primary purpose of the Model Programs of Study Guides is to provide guidance and exemplars for local programs to adopt or customize as they develop programs of study that provide a *seamless transition from high school to college*. These models: 1) Identify priority dual credit courses that are foundational to the industry area, 2) define the competencies that should be sequenced across a program of study course sequence, and 3) identify entry points for employers to support coursework and related experiences. To date, guides have been developed across the following career clusters:



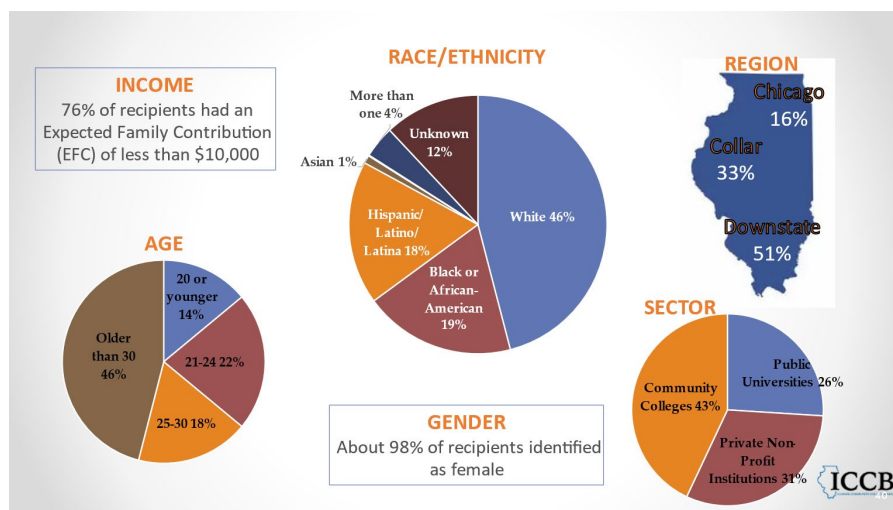
- Agriculture, Food, and Natural Resources
- Architecture, Construction, and Energy
- Arts and Communications
- Education
- Finance and Business Services
- Health Sciences and Technology
- Information Technology
- Engineering
- Culinary and Hospitality
- Human and Public Services



### ➤ Early Childhood Access Consortium for Equity

The Early Childhood Access Consortium for Equity Act (ECACE) went into effect in July of 2021 to address shortages in the Early Childhood workforce. The act established a consortium of public institutions with Early Childhood Education (ECE) programs that are Gateways Entitled. This consortium is co-managed by ICCB and IBHE, alongside several other state agency partners. It also **mandated the transfer of AAS credits** for Early Childhood Education (ECE) and **required that credit be awarded for the Child Development Associate (CDA) credential**. Since its launch, the consortium has agreed upon guiding principles for the work, and how to provide college credit for the CDA. Institutions are currently working through acceptance of AAS degrees and public universities are largely seamlessly accepting these. Among other things, institutions have created flexible options to meet workforce/employer needs – courses and programs at times, locations, and formats needed.

Through \$200 million dollars of federal funding, the work also includes significant allocations to colleges and universities and the creation of an ECE scholarship, that to date has seen nearly 3,275 applications submitted, with 1,693 students claiming about \$19.7 million in scholarship assistance. The information below provides more specific details on scholarships.





### Fiscal Year 2024 Goals:

- Participate in the completion of the Consortium Needs Assessment, being spearheaded by IBHE contractor, Afton Partners.
- Expand scholarship eligibility beginning in the fall of 2023.
- Continue refining CDA implementation and AAS transfer
- Launch communities of practice and working groups
- Begin the evaluation process
- Seek alignment with the Governor's Smart Start Agenda

#### ➤ Support Service Liaisons / Coordination

The agency has been called upon, via legislative action, to liaison across a number of different domains in recent years. The ICCB has assisted colleges in identifying staff to serve as Housing and Opportunities that are Useful for Students' Excellence (HOUSE) Liaisons, Deferred Action for Childhood Arrivals (DACA) Liaisons, Benefits Navigators, and to implement the Mental Health Early Action on Campus (MHEAC) Act. For example, ICCB, with partners, is hosting a four-part virtual professional development event and full-day summit for HOUSE Liaisons in May and June. ICCB is collaborating with the IBHE, the Behavioral Health Workforce Center, the Department of Children and Family Services, and other stakeholders to bolster the work of student services on campuses. In fiscal year 2023, the system received 6.6 million dollars to implement the MHEAC Act, which is expected to continue.

### Fiscal Year 2024 Goals:

- Provide additional training and technical support for various liaisons and student support positions and providing opportunities for student support staff to convene to share promising practices.
- Colleges will continue to work to fully implement the MHEAC Act, with many colleges focusing on achieving the required counselor to student ratio and supporting and developing peer support programs.

#### ➤ Adult Education & Literacy

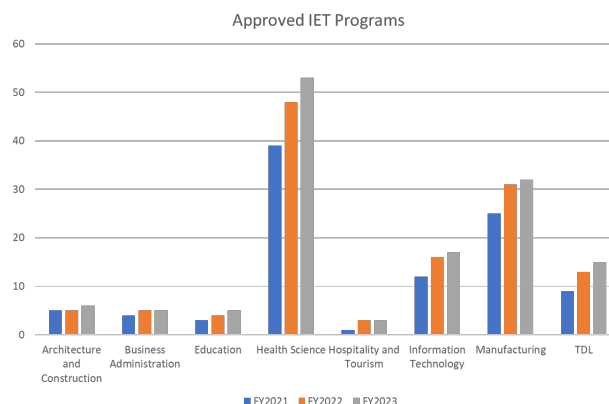
The ICCB supports the seamless transition of adult education and literacy students to postsecondary education and the workforce through the:

- Ability to Benefit State Plan (approved in 2022)
- Bridge programs
- Integrated Education and Training programs
- Workplace Literacy programs

The agency has also seen significant growth in IET programs across the state, as the data to the right illustrates.

### Fiscal Year 2024 Goals:

- Increase the number of students utilizing Ability to Benefit through the alternative plan process.



- Ensure that all adult education programs have at least one bridge and one integrated education and training program operational.
- Create a statewide Entrepreneurship IET Program.
- Increase the number of Workplace Literacy Program partnerships by engaging in the Behind Every Employer Campaign.

#### ➤ Illinois Bridge and Transition Programs (IBT)

The purpose of this grant is to create, support, or expand innovative bridge programs and services, to improve student transitions to and through postsecondary education and into employment, to promote equity and diversity among those served, and/or to create programs and services that support individuals with disabilities. In fiscal year 2023, the agency funded 55 entities, including community colleges and community based organizations, for a total of \$9,194,023.49.

The grant is made up of four objectives:

- 25 grantees are pursuing Adult Education Bridge and Integrated Education and Training Programming.
- 14 grantees will focus on creating seamless transitions for College and Career Pathways.
- 10 grantees will be implementing wrap-around support services for their bridge and transition programs.
- 6 grantees are focusing primarily on seamless transitions for students with disabilities.

#### **Fiscal Year 2024 Goals:**

- Create cross-sharing among grantees to promote scaling of effective practices.
- Improve data collection.
- Increase the number of participants who are transitioning to postsecondary education or employment.

#### ➤ State of Illinois High School Diploma

Public Act 102-1100 changed the name of the Illinois High School Equivalency Certificate to the State of Illinois High School Diploma, which took effect January 1, 2023. Requirements to achieve the diploma remain the same as the certificate. Candidates must complete their high school equivalency through GED® or HiSET® testing, or through Alternative Methods of Credentialing. They must also meet the Illinois Constitution requirement.

The Equivalency Portal was updated to reflect the change in terminology. The URL for the portal moved to <https://www.ilhsdiploma.com>.

#### **Fiscal Year 2024 Goals:**

- Increase completions utilizing the Finish What You Started Campaign.
- Increase completions through increased discount costs for HSE test takers.
- Provide training on Alternative Methods of Credentialing to expand completions through that pathway.

#### ➤ Illinois Articulation Initiative (IAI)

The Illinois Articulation Initiative (IAI) continues to serve students across the state to effectively transfer seamlessly with minimal disruption in the general education process. During the previous

year (fiscal year 2022), more than **7,300** students completed an approved general education core curriculum (GECC) credential. Across six General Education Panels, there were 199 course descriptions and **6,226** active courses. For Major Panels, there were 15 panels with 82 course descriptions and **2,326** active courses. Over the year, there were 1,118 courses submitted for review with 600 approved, 406 sent back for more information, and 112 returned as unapproved.

#### **Fiscal Year 2024 Goals:**

- Work will center on implementing SB 2288 (awaiting Governor's signature) that will require the transfer of major courses approved by the panel as well as the creation of a new Education panel.

### **Goal 3: Economic Development**

#### ➤ Customized Apprenticeship Programming-Information Technology (CAP-IT)

The ICCB is finishing up the CAP-IT grant which was originally funded for four million dollars over four years and has the purpose of 1) expanding existing industry-led customized apprenticeships through IT sector partnerships by incorporating pre-apprenticeship models (Bridge Programs, Integrated Education and Training), essential employability skills framework, support services, and paid work-based learning resulting in industry recognized credential(s), 2) developing program models inclusive of incumbent worker outreach and upskilling strategies, such as in-house training and prior learning assessment, and 3) implementing innovative new apprenticeship models for pilot and expansion that utilize new approaches for acceleration and flexibility, including competency-based education delivery and shorter-term and accelerated programs. **The USDOL identified the ICCB as a national leader on the implementation of this project.**

#### **Fiscal Year 2024 Goals:**

- Support the remaining apprentices to completion.
- Promote scaling of apprenticeship programs by sharing effective practices and lessons learned from the grant project with the system.

#### ➤ Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires that states convene stakeholders and engage in planning every four years. The next iteration of the Unified State Plan is to be submitted in 2024. The ICCB holds seats on the Illinois Workforce Innovation Board (IWIB), as a core partner (Adult Education), as a required partner (postsecondary Perkins), and as the community college system. The agency also participated in the Workforce Commission, which is likely to form much of the basis for the plan. Concepts being considered to guide the State Plan development stemming from the Workforce Commission Report, call for:

- Broad awareness of the workforce development system
- Equity and access infused into the workforce development system
- Customer-centered approach to service delivery
- Pathways to good jobs for job seekers
- Employers to have access to workers with the skillsets that meet their needs.

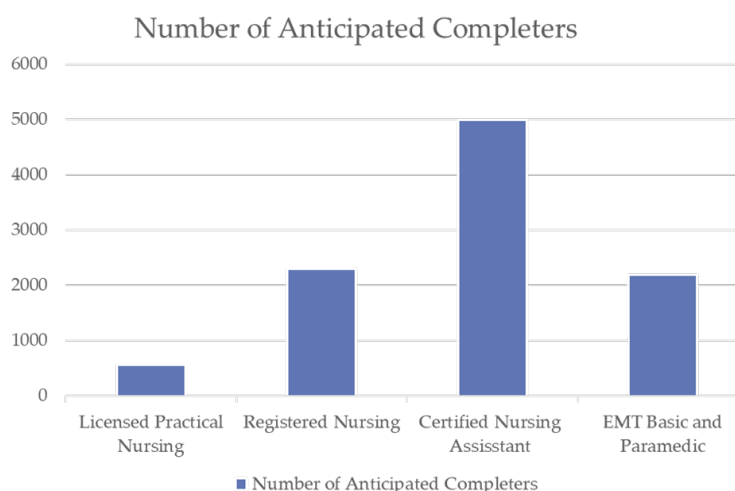
- Coordination and collaboration between WIOA partners and other workforce systems in Illinois

#### **Fiscal Year 2024 Goals:**

- Effectively represent the community college system, adult education, and postsecondary Perkins in the development of the Unified State Plan.
- Maintain and strengthen agency partnerships with other core and required partners, as well as employers in the development of the WIOA Unified Plan.

#### ➤ Pipeline for the Advancement of the Healthcare Workforce (PATH)

The purpose of this project is to create, support, and expand the opportunities of individuals in the nursing pathway and select healthcare pathways to obtain credentials and degrees that allow them to advance. Also, it aims to meet shortages of workers in the healthcare industry that have been exasperated by the COVID 19 pandemic. As of the third quarter, there were 17,000+ enrollments and 1,544 completions, with 15,091 anticipated completions, and the program is on target to meet its goals.



#### **Fiscal Year 2024 Goals:**

- Sustain growth planning and the facilitation of innovation cohorts focused on apprenticeship programming, competency-based instruction, and rural issues in healthcare.

Illinois Community College Board

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

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

- Academic Affairs
  - Developmental Education Follow-up
  - Mental Health Update
- Workforce Education
  - Priorities in Workforce Education
- High School Equivalency
  - HiSET® Price Increase~ Board Action Item
- New Units
- Other
- Public Comment

Illinois Community College Board

**MEMORANDUM OF UNDERSTANDING (MOU)  
PSI SERVICES - HiSET® TEST INCREASE**

The Illinois Community College Board proposes to enter into a MOU agreement with PSI Services LLC for certification of high school equivalency. The MOU also contains language on a proposed price increase beginning January 1, 2024. Since 2019, the HiSET® exam, comprised of five test modules, has remained at \$93.75 per battery for computer testing and \$115.00 per battery for paper testing with no increases to individual test-takers. The online HiSET® exam has remained at \$28.25 per test module with the full battery costing \$141.25. The increase in cost is due to an increase technology and development costs.

Beginning January 1, 2024, the cost of the HiSET® exam will increase for computer testing to match the cost of paper testing at \$115.00 per battery. The online HiSET® exam will increase to \$32.50 per test module with the full battery costing \$162.50. This is an overall increase of \$21.25 for both in-person computer testing and online proctored testing. Currently, there is a promotion, ILSAVE20, to reduce the cost of HSE testing by up to \$80.00.

The following is a break-down of costs:

- With the increase, the new cost to take the HiSET® exam is \$115.00 for the full battery of in-person computer or paper testing, which is \$23 per test module and includes an \$8 test center fee. Test-takers who do not pass any of the modules are eligible for two retakes at no cost.
- Online proctored testing will be increased to \$162.50 for the full battery of testing, which is \$32.50 per test module and includes a \$17.50 remote proctoring fee.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the increase cost of the HiSET® Testing fee to \$115.00 per battery for in-person testing and \$162.50 for online proctored testing effective January 1, 2024.

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:

- Spring 2023 Legislative Update
- Marketing & Communications Update
- ICCB 2022 Dual Credit Report
- SAT Placement Validity Study Update
- Authorization to Enter into Contracts and Transfer Funds Among Lines
- FY 24 Budget Update (report to full board)
- Other
- Public Comment

Item #7.2a  
June 2, 2023

Illinois Community College Board

**FISCAL YEAR 2024 BUDGET**

At this time, the fiscal year 2024 budget is pending approval by the General Assembly; however, action is likely before the end of May. Jennifer Franklin, Deputy Director for Finance and Operations, will provide a presentation during the board meeting that highlights the fiscal year 2024 budget for higher education.



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**

John A. Logan College

- Personal Training Certificate (34 credit hours)

Olive Harvey College

- Aviation Maintenance A.A.S. degree (80 credit hours)

Southwestern Illinois College

- Agronomy A.A.S. degree (65 credit hours)

Triton College

- Software Development A.A.S. degree (60 credit hours)

Wilbur Wright College

- CNC Engineering Technology A.A.S. degree (61 credit hours)
- CNC Engineering Technology Certificate (30 credit hours)

## BACKGROUND

### John A. Logan College **Personal Training Certificate (34 credit hours)**

**Program Purpose:** This program will prepare students for entry-level employment in the health and fitness industry as personal trainers and fitness instructors.

**Catalog Description:** The Personal Trainer certificate program requires 34 credit hours and prepares students for a career in personal training or group fitness training. Upon successful completion of the program students will be prepared to sit for the American Council on Exercise (ACE) personal trainer certification exam.

**Curricular Information:** The curriculum includes eight (8) credit hours of required general education and 26 credit hours of career and technical education coursework. This includes instruction in introductory personal training, introductory sport management, group fitness instruction, fitness assessment and program design, nutrition, beginning weight training, first aid/CPR, ACE certification prep, and a require work-based learning in personal training. The curriculum was developed according to guidelines for ACE certification. Assessment of student learning will be achieved through evaluation of the student's performance in the required beginning and advanced personal training practical experiences.

**Accrediting Information:** John A. Logan College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

**Justification for Credit hours required:** The proposed program reflects the knowledge, skills, and practical experience required for credentialing in the field.

**Diversity, Equity & Inclusion Efforts:** JALC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college works closely with local high schools, the Regional Office of Education, the Southern Illinois High Impact Workforce Services Organization to market CTE programs and student support services. JALC utilizes a variety of wraparound, intrusive student services to aid in academic and non-academic student success. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of personal training and fitness professionals.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to personal training is expected to increase around 41.2% statewide through 2030. This is much higher than the average for all occupations.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Logan Fitness	Carterville, IL
The Hub Recreation Center	Marion, IL
Student Recreation Center/SIUC	Carbondale, IL

*Table 2: Projected Enrollments*

<b>Personal Training Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	8	12	16
Part-Time Enrollments:	-	-	-
Completions:	6	9	12

**Financial / Budgetary Information:** The program will require one (1) existing full-time and one (1) new part-time faculty the first year. Qualified faculty will hold at least an Bachelors degree in Kinesiology or a closely related area, have at least three (3) years related work experience, and some teaching experience preferred. The program will 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	\$14,670	\$14,670	\$14,670
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$1,000	\$500	\$500
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$15,670</b>	<b>\$15,170</b>	<b>\$15,170</b>

*Table 4: Faculty Requirements*

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

**Olive-Harvey College**  
**Aviation Maintenance A.A.S. (80 credit hours)**

**Program Purpose:** This program will prepare students for employment as an aviation airframe and powerplant technician.

**Catalog Description:** The Aviation Maintenance program provides general aircraft, sheet metal, airframe, and powerplant courses that meet the Federal Aviation Administration requirements. The program provides practical skills and work-based learning opportunities to ensure professional growth in the competitive aviation profession. Upon completion of the program students will be prepared for full FAA certification as Aviation Maintenance Mechanics.

**Curricular Information:** The curriculum includes 16 credit hours of required general education coursework and 64 credit hours of career and technical education coursework. This includes instruction in aviation mathematical computations and physics, aviation tools/surfaces/corrosion control, aviation electricity, introductory through advanced levels of aircraft systems, aviation sheet metal, metallic and non-metallic structures, electrical/navigational/communication systems, introductory through advanced levels of powerplant systems, aircraft propellers and inspections, turbine engines, reciprocating engines, aviation maintenance operations and records, and a required aviation capstone project.

Assessment of student learning will be achieved through evaluation of the student's performance on the required capstone project during the final semester. The program was developed according to Federal Aviation Administration (FAA) regulations and guidelines established for airframe and powerplant technicians. Graduates will be prepared for certification through the FAA for the General Airframe and Powerplant (A&P) Technician Federal Aviation Regulation (FAR) Part 147 credential.

**Accrediting Information:** Olive-Harvey College is accredited by the Higher Learning Commission. The college has partnered with the Aviation Institute of Maintenance (AIM, Chicago, IL) to deliver instruction for this program. The AIM holds FAA approval to offer FAA curriculum that will prepare for FAA credentialing.

**Justification for Credit hours required:** The proposed program reflects the course content and contact hours necessary for developing the skills required for credentialing.

**Diversity, Equity & Inclusion Efforts:** OHC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include the college's long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations in the district to identify the need for and provide financial support for those seeking workforce training. The college regularly promotes programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom and with opportunities to hear from diverse individuals with diverse backgrounds working in the aviation industry.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for aircraft maintenance and service technicians is expected to increase around 24.1% statewide through 2030.

*Table 1: Employer Partners*

Employer	Location
American Airlines-O'Hare International Airport	Chicago, IL
Atlantic Aviation-Midway Airport	Chicago, IL
Chicago UPS-Gary Airport	Gary, IN
United Airlines-O'Hare International Airport	Chicago, IL
Union Pacific Railroad	Chicago, IL

*Table 2: Projected Enrollments*

Aviation Maintenance AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	12	15	19
Part-Time Enrollments:	6	8	10
Completions:	-	15	20

**Financial / Budgetary Information:** The program will require one (1) existing full-time faculty and one (1) new part-time faculty the first year. Qualified faculty will hold at least an Associate's degree in Aviation Maintenance Technology, hold current FAA Airframe and Powerplant Certification, have at least three (3) years work experience, and three (3) years teaching experience. The program will 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	\$40,000	\$60,000	\$95,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$80,000	\$15,000	\$15,000
Library/LRC Costs (aviation textbooks)	\$2,000	\$2,000	\$2,000
Facility Costs	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$122,000</b>	<b>\$87,000</b>	<b>\$112,000</b>

*Table 4: Faculty Requirements*

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

**Southwestern Illinois College**  
**Agronomy A.A.S. degree (65 credit hours)**

**Program Purpose:** This program will prepare students for entry-level employment in the agronomy industry.

**Catalog Description:** The Agronomy A.A.S. degree program is designed to prepare students for careers in the agronomy industry. The program focuses on crop scouting, fertilizers, pesticides, fertilizer equipment and soils. Agronomy students apply science and technology skills to crop production techniques to produce or manage food, feed, fiber, and fuel. The program will prepare students for careers as entry-level agronomists in careers such as farmers, health scientists, plant breeders, quality control scientists, buyers and purchasers of agriculture-related supplies and equipment, crop advisors, soil and plant scientists.

**Curricular Information:** The curriculum includes 15 credit hours of required general education and 50 credit hours of career and technical education coursework. This includes instruction in principles of agronomy, soil science, weed science and management, entomology science and management, plant pathology, crop scouting, crop science, botany, environmental science, ag economics, ag sales, crop machinery and equipment, ag business management, ag computer applications, first-aid/safety, and a required work-based learning component in agri-business. Assessment of student learning will be achieved through evaluation of the student's performance in the required agri-business internship during the student's final semester.

**Accrediting Information:** Southwestern Illinois College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

**Justification for Credit hours required:** The proposed program reflects the knowledge and skills, particularly in the science discipline, identified by local employers to be successful in agronomy positions.

**Diversity, Equity & Inclusion Efforts:** SWIC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates.

Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. College student services staff regularly provide information on access to college support services including grants/scholarships for underrepresented/underserved students and Veterans Services. SWIC utilizes wraparound, intrusive student services to aid in academic and non-academic student success. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of avionics technology professionals.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to agronomy is expected to increase around 9.5% statewide through 2030.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
John Deere Sydenstricker Nobbe	Waterloo, IL
Heartland Mutual Insurance Company	Belleville, IL
Huels Oil Company	Carlyle, IL
Merschman Seeds	West Point, IA
US Army Corps of Engineers	Carlyle, IL
Wyciskalla Consulting, LLC	Nashville, IL
KT Precision-South	Roxana, IL

*Table 2: Projected Enrollments*

<b>Agronomy A.A.S.</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	20	25	35
Part-Time Enrollments:	-	-	-
Completions:	-	14	25

**Financial / Budgetary Information:** The program will require two (2) existing full-time faculty the first year, and two (2) additional part-time faculty in the second year. Qualified faculty will hold at least an Bachelors degree in Agriculture or related Agriculture area, have at least one (1) year related work experience, and some teaching experience preferred. The program will 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	\$1570.60	\$16,447	\$16,447
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$32,950	\$15,510	\$15,510
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$190,010</b>	<b>\$31,957</b>	<b>\$31,957</b>

*Table 4: Faculty Requirements*

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

**Triton College**  
**Software Development A.A.S. degree (60 credit hours)**

**Program Purpose:** This program will prepare students for entry-level employment as software programmers and developers.

**Catalog Description:** The Software Development A.A.S. degree provides a foundation for a career in software development and maintenance, including hands-on experience with a variety of computer programming languages and platforms.

Coursework includes systems analysis, database, and project management skills. This degree prepares students for entry-level positions as programmers and developers.

**Curricular Information:** The curriculum includes 15 credit hours of required general education and 45 credit hours of career and technical education coursework. This includes instruction in computer systems and business applications, introductory programming, website development, database management systems, business systems analysis and design, Android platform application development, introductory Python programming, C++ programming, Advanced Visual Basic programming, Oracle DBMS development, introductory Object-oriented programming, C# programming, command process and scripting, data structures with C++, and project management. Assessment of student learning will be achieved through evaluation of the student's performance with a comprehensive project in the project management course.

**Accrediting Information:** Triton College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

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

**Diversity, Equity & Inclusion Efforts:** Triton College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. College student services staff regularly provide information on access to college support services including grants/scholarships for underrepresented/underserved students. Triton provides access to student services through the TRIO, Triumph, and Surge student support programs. Further, the college has utilized the Workforce Equity Initiative (WEI) grant to develop IT programs and target underserved populations within the district. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of avionics technology professionals.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for training programs in this field of study.

According to the Illinois Department of Employment Security (IDES), employment growth for “software developers” is expected to increase by 18% statewide through 2030. The college currently offers several computer information systems programs, however the proposed degree fills a gap in offerings focused specifically in software development and maintenance.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Baxter Corp.	Deerfield, IL
Bittrex Exchange	Chicago, IL
BizStrat Technology Corp.	Burr Ridge, IL
CompTIA	Downers Grove, IL
Microsoft, Inc.	Chicago, IL

*Table 2: Projected Enrollments*

<b>Software Development AAS</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	5	8	15
Part-Time Enrollments:	15	18	25
Completions:	-	3	10

**Financial / Budgetary Information:** The program will require two (2) existing full-time, 12 existing part-time faculty the first year. Qualified faculty reaching courses articulated for transfer at the baccalaureate level will hold at least a Masters degree in computer science or a related field; those teaching career and technical education courses will hold at least a Bachelors degree in in computer science or an Associates degree with specific related programming knowledge/experience. All faculty for the program must have at least one year of specifically related work experience in an area of software development, with at least one year teaching experience preferred. The program will utilize existing resources from existing related computer information systems programs. The proposed program will 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	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	2	12	2	12	2	12



**Wilbur Wright College**  
**CNC Engineering Technology A.A.S. degree (61 credit hours)**  
**CNC Engineering Technology Certificate (30 credit hours)**

**Program Purpose:** These programs will prepare individuals for entry-level and advancement in employment in positions within automated manufacturing environments.

**Catalog Description: CNC Engineering Technology A.A.S. degree** - This program builds on the AC in CNC Engineering Technology adding in the additional materials, Computer Aided Manufacturing (CAM) and Advanced Metrology skills such as Coordinate Measuring Machine programming and operation, optical and other automated measurement methods that students will need when pursuing careers in advanced manufacturing. Students in this program are looking to pursue careers leading teams and solving problems for manufacturing employers in the metal working industries that are increasingly becoming more automated and integrated with advanced technologies. This AAS allows students to pursue further studies such as Bachelor's Degree programs in CNC or related fields such as Industrial Management, Applied Engineering or Engineering Technology. Transfer opportunities are available for those individuals interested in pursuing these further degrees.

**CNC Engineering Technology Certificate** - This program builds on the skills attained in the BC in CNC Technology. Students learn more advanced CNC operational skills, CNC G code programming and Computer Aided Drafting. Students will have extensive hands-on time operating the CNC lathes, mills other CNC machine tools including CNC fabrication equipment to gain confidence in their operation and programming skills. CNC machining is utilized extensively in industry and operators of this equipment are highly sought after.

**Curricular Information: CNC Engineering Technology A.A.S. degree** - The curriculum includes 16 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component include instruction in introductory/intermediate/advanced levels of advanced manufacturing, robotics, manual machining, introductory/intermediate/advanced CNC operations, computed-assisted design, computer-aided manufacturing, GMAW welding skills, introductory automated fabrication, automated metrology/quality assurance, materials testing and analysis, and quality systems.

**CNC Engineering Technology Certificate** – This curriculum includes a subset of the required courses from within the proposed degree totaling 30 credit hours. Both programs will prepare individuals for optional industry credentialing through the National Institute of Metalworking Skills (NIMS). Assessment of student learning for both programs will be achieved through evaluation of the student's performance on a comprehensive lab project. The proposed programs provide a continued educational ladder opportunity for students completing the College's recently approved Basic Certificates in Manufacturing Technology and CNC Technology.

**Accrediting Information:** Wilbur Wright College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed programs.

**Justification for Credit hours required:** The proposed degree program exceeds 60 credit hours in total due to a required math course totaling 4 credit hours.

**Diversity, Equity & Inclusion Efforts:** WWC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. This program was developed in partnership with its sister college Richard J. Daley College. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include the college's *Wright JobHire* and *Caminos al Exito* programs, which provide financial support for those seeking workforce training.

The college continues to utilize its long-standing partnerships with community based organizations (CBOs) to reach the most underserved populations within the district. The college regularly promotes programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the local manufacturing industry.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in related manufacturing technology, CNC technology, and engineering technology occupations is expected to increase statewide around nine percent (9%) through the year 2030.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Manufacturing Renaissance	Chicago IL
Sabert	Chicago IL
Slidematic	Chicago IL
Freedman Seating	Chicago IL
Peterson Pulaski Business Industrial Council	Chicago IL
Woodward Manufacturing	Niles IL
Illinois Manufacturers Association	Springfield IL
Bedford Park-Clearing Industrial Association	Bedford Park IL
National Coalition of Certification Centers (NC3)	Pleasant Prairie WI
Calumet Area Industrial Commission	Calumet City IL
German American Chamber of Commerce of the Midwest	Chicago IL
American Gear Manufacturer Association	Alexandria VA
Southern Illinois University	Carbondale IL
Dearborn Tool & Manufacturing	Burr Ridge IL
S&C Electric	Chicago IL
TempelSteel	Chicago IL
UPS	Hodgkins IL
Skolnik Industries	Chicago IL
Worlds Fines Chocolate	Chicago IL
Ed Miniati Foods	South Holland IL
Chunichi Precision Molding USA	Elmhurst IL
AllCell Technologies	Chicago IL
WaterSaver Faucet	Chicago IL
ABET Industries	LaGrange Park IL
Pipe Fitters Local 597	Mokena IL
I.B.WE.W. Local 134	Chicago IL
Int. Assoc. of Machinists & Aerospace Workers	Hinsdale, IL
Dudek & Bock Spring MFG	Chicago IL
Ferrara Candy Company	Bellwood IL
ARYZTA	Cicero IL
Freedman Seating	Chicago IL
PEPSICO	Chicago IL
Principal Manufacturing Corp.	Broadview IL
Focal Point Lighting	Chicago IL
John Crane	Morton Grove IL
Atlas Tool Works	Lyons IL
Donson Machine Company	Alsip IL

FANUC CNC	Hoffman Estates IL
AIDEX Corp.	Rossville IN
APT Manufacturing Solutions	Hicksville OH
Carl Zeiss Microscopy, LLC	Thornwood NY
Snap-On Tools	Kenosha WI
Lincoln Electric	Cleveland OH
Tower Automotive	Chicago IL
Dart/Solo Cup Company	Chicago IL
Chicago Cook Workforce Partnerships	Chicago IL
A. Finkl & Sons Co.	Chicago IL
Pactiv Corporation	Bedford Park IL

*Table 2: Projected Enrollments*

<b>CNC Eng Tech AAS degree</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	10	13	27
Part-Time Enrollments:	30	40	52
Completions:	-	5	15

<b>CNC Eng Tech Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	10	13	17
Part-Time Enrollments:	30	40	52
Completions:	0	15	30

**Financial / Budgetary Information:** The programs will require three (3) existing full-time and 10 part-time faculty the first year. Qualified faculty will hold at least an Associates degree in Manufacturing Technology or closely related field for manufacturing classes, and at least a Bachelors degree in Engineering for engineering-technology classes; at least one year work experience in manufacturing technology and one year of teaching experience is preferred. All facilities are adequately in place to support the program and will share existing resources with the Manufacturing Technology programs currently being offered. The programs will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information (Combined)*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$90,000	\$0	\$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$90,000</b>	<b>\$0</b>	<b>\$0</b>

*Table 4: Faculty Requirements (Combined)*

	<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	1	1	0	0	0	0
Existing Faculty	0	5	1	6	1	6

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**

Parkland College

- AGCO Service Technician A.A.S. (63 credit hours)

## BACKGROUND

### Parkland College AGCO Service Technician A.A.S. degree (63 credit hours)

**Program Purpose:** This program will prepare students for entry-level employment maintain and repairing agriculture-related equipment used in Fendt and/or Massey-Ferguson equipment dealerships.

**Catalog Description:** This program prepares students to maintain and repair agriculture equipment used in Fendt and/or Massey-Ferguson equipment dealerships. Students earn level 3 certification on Fendt Tractor Systems, Momentum planter systems, Ideal combine systems, and AGCO liquid and dry application systems.

**Curricular Information:** The curriculum includes 15 credit hours of required general education and 48 credit hours of career and technical education coursework. This includes instruction in introductory and intermediate levels of AGCO power generation, introductory and intermediate levels of AGCO equipment electrical systems, introductory and intermediate levels of AGCO Ideal combines, AGCO equipment hydraulics, AGCO power trains, AGCO precision technology, AGCO mobile air conditioning, AGCO liquid application systems, AGCO dry application systems, introductory and intermediate levels of Fendt tractor systems, Momentum Planter systems, and a required AGCO dealer internship. Assessment of student learning will be achieved through evaluation of the student's performance in the required internship during the student's final semester.

**Accrediting Information:** Parkland College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

**Justification for Credit hours required:** The proposed program reflects the content identified by the local AGCO and related agriculture equipment dealerships to be successful in-service technician positions.

**Diversity, Equity & Inclusion Efforts:** Parkland College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include recruiting and retaining a diverse population of students, particularly within CTE programs. College student services staff regularly provide information on access to college support services including grants/scholarships for underrepresented/underserved students. Parkland provides access to student services through the Office of Accessibility Services, TRIO, and the Learning Commons. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of avionics technology professionals.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to diesel technology and equipment repair are expected to increase between 9.5 – 16.2% statewide through 2030.

*Table 1: Employer Partners*

Employer	Location
AGCO, Inc.	Champaign, IL Multiple locations across Central IL

*Table 2: Projected Enrollments*

<b>AGCO Service Tech A.A.S.</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	16	32	48
Part-Time Enrollments:	-	-	-
Completions:	-	15	28

**Financial / Budgetary Information:** The program will require one (1) existing full-time, one (1) new faculty, and two (2) existing part-time faculty the first year. One (1) additional full-time faculty will be added during year two to manage enrollment as needed. Qualified faculty will hold at least an Associates degree in Diesel Technology or related Agriculture equipment technology area, hold current AGCO certification, have at least five (5) years related work experience, and some teaching experience preferred. The program will benefit from equipment donations provided by local AGCO dealers. The program will 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	\$24,000	\$174,000	\$174,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$24,000</b>	<b>\$174,000</b>	<b>\$174,000</b>

*Table 4: Faculty Requirements*

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

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 2021 – 2025 for Parkland 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 2022, Parkland College underwent an in-depth recognition evaluation. The colleges 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:

Parkland College, District 505

## **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

### PARKLAND COLLEGE

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***June 2023***

Illinois Community College Board  
Recognition Report  
For Parkland College  
February 2023

### **Introduction**

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Parkland College, District 505. 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 Parkland 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 Parkland College's 2022-2023 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

Parkland College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Music Education, Art Education, Art & Design, and Music Performance, 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

Parkland College reports that course and curriculum development are in compliance with Administrative Rule 1501.302. The design, development, and revisions of the academic programs are conducted under the direction of the academic deans and

department chairs/program directors. The college utilizes advisory boards for career programs, and they are encouraged to participate and comment on the relevance of curriculum and skills training in relation to employer needs.

The college has a process in place for evaluating academic programs using established college processes to ensure high quality of teaching and learning. These processes include faculty-led academic assessment and general education outcomes assessment, department chair and program director led ICCB program reviews, regular evaluation of full-time and part-time faculty, and student course evaluations.

The college also provides faculty with college-led training and orientation as well as professional development opportunities utilizing the Center for Excellence in Teaching and Learning. The college will continue working on the assessment of student learning and the use of the repository for assessment data and program reviews. The college plans to convene a faculty committee in fall 2022 to continue discussing methods of evaluation and other faculty evaluation processes.

**Compliance Recommendation:** None.

#### **4. Curriculum**

4a) A comparison between Parkland 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**

##### **Standard 5a-f: Dual Credit**

As part of Parkland College's 2022 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 2021 and 50 from fiscal year 2022. 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 2021 and 2022, 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 Parkland College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

### **Instructors.**

During fiscal years 2021 through 2022, it was reported that 53 instructors taught transfer (1.1) dual credit courses. Of these instructors, three of them were not found to hold the proper credentials to teach 1.1 dual credit coursework. These three faculty members did not hold the minimum requirement of 18 graduate degree hours in the discipline being taught, nor was it noted that they were following a professional development plan. It was also reported that 36 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, one of them was not found to hold the required minimum of 2,000 hours of work experience. The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*.

### **Students.**

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that two students in fiscal year 2021 may not have met the required placement examination score. However, all students in fiscal year 2022 met the required placement examination score. These two students can be found in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*. All other students met the pre-requisite requirements to take dual credit 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 1:** In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework. For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience.

*College Response:*

*We are updating our Credentials Audit form used when reviewing transcripts and work experience. For 1.1 courses the updated form will clearly identify not only the field in which the master's degree was earned, but also the specific 18 graduate credit hours related to the discipline to be taught. This will help us confirm in the future precisely how the qualifications were determined. We will document 18 graduate credit hours of core coursework for all instructors so that there will no question of qualifications in the future. Likewise, for 1.2 courses department chairs will need to record on the Credentials Audit form precisely where the individual worked, for how many years/hors, and in what capacity so that we have clear documentation of work experience in the field being taught. Once documented, the Audit forms will be confirmed by the Dean and approved by the Vice President. We intend to review all faculty credentials again in order to document all aspects of qualifications on the updated form.*

*The four instructors identified as not having documented qualifications are not currently teaching dual credit courses but we will be reviewing their credentials, as well, in order to probably document information that, while appearing on their transcripts of resumes, was not clearly documented on their Audit form. We have initiated additional training sessions for department chairs to be certain that all understand how to correctly review and document qualifications.*

**Compliance Recommendation 2:** In the future, the college should ensure that all students who are taking dual credit coursework ensure that the respective student meets all necessary pre-requisite coursework and also meets the minimum requirements for passing any applicable placement exam(s).

*College Response:*

*Parkland submitted a review request for one of the students listed above, so that student's situation will not be discussed here.*

*The issue with the second student was that we did not ensure that we had the student's transcript on file before making a placement decision. We will improve and increase training of Admissions, Assessment, and Advising staff to help ensure that we only make placement decisions with proper documentation on file.*

## **6. Assessment Plans**

Parkland College has in place a policy and process to record and evaluate student performance in courses. The college uses the Course Information Form (CIF) to establish course-level learning outcomes, to articulate general-education learning outcomes, and to outline methods of evaluation for each course in the college catalog.

Since the last review, the faculty-led Academic Assessment Committee (AAC) developed a new model for collecting assessment data using rubrics modeled after those from AAC&U. These rubrics act as an effective assessment tool which requires not only an action plan, based on information gathered through assessment of student learning, but also encourages continuous improvement through analysis of the data.

Regarding placement policies, the college uses data to review the appropriateness of its placement policy and the accuracy of the placement tools. Since the last recognition visit, the college has adopted the State's policy of using multiple measures to determine college-readiness in writing and mathematics.

Based on the recommendations outlined in the 2017 HLC assurance argument, the college recognized the need to make clear connections between academic assessment and program review. The needed framework and its companion Academic Program Review (APR): Guidelines for Program Evaluation and Improvement was completed in FY 2020-2021 to assist with moving this initiative forward.

**Advisory Recommendation:** As the college advances the alignment of academic assessment and program review it may be helpful to develop curriculum maps to determine where student learning outcomes, both at the course level and program level are occurring. This is also useful for general education outcomes and assessment to determine where concepts are being assessed and begin collecting longitudinal student progress data to guide your assessment practices.

**Compliance Recommendations:** None.

*College Response:*

*As we continue our efforts to align academic assessment and program review, we will include the development of curriculum maps for both our career programs as well as the general education core curriculum in order to confirm student learning outcomes. Our current framework for this alignment includes defining programs and addressing the need for longitudinal data as well as creating a database for maintaining information concerning both course and program goals and learning outcomes.*

## **7. Student Evaluation**

Parkland College has a documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals. Faculty and student handbooks were reviewed against College Policy and Administrative Procedure to ensure the practices comply and align with ICCB Rule 1501.405.

**Compliance Recommendation:** None.

## **8. Faculty Qualifications/Policies**

The college has policies and procedures in place to ensure the hiring of high-quality faculty. The college has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, each of the faculty members appear to meet the faculty requirements outlined by the ICCB.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Parkland 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. Regarding 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. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

**Compliance Recommendation:** None.

## **9. Cooperative Agreements and Contracts**

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the approved CAREER Agreement, the college's website, and the college's course catalog. Parkland 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.

ICCB staff reviewed all documentation containing information regarding the CAREER Agreement and found that all information presented was accurate and consistent.

The information provided about the CAREER Agreement on both the website and the course catalog is helpful and informative. The website lists all eligible programs that students can enter under the Agreement. The course catalog not only provides the student with the names of the participating institutions, it also provides eligibility information and what steps a student should take to be approved to utilize the Agreement.

All Indicators of Compliance and Indicators of Quality were met.

**Compliance Recommendation:** None.

## **10. Program Review/Results**

After reviewing Parkland College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No

discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

**Compliance Recommendation:** None.

## **2. STUDENT SERVICES/ACADEMIC SUPPORT**

### **Part 1A: Advising/Counseling**

The advising, counseling, and transfer program at Parkland College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. Parkland introduced an Academic Success Advising Model (ASAM) in the fall semester of 2021. This model introduced a case management approach using a Guided Pathways template. Academic advisors work in one or more explicit academic areas and are assigned a caseload of students. Advisors work with faculty and career services to prepare students for the workforce or selective admission programs within Parkland when the student's goal is to obtain a career directly after Parkland. Advisors focus on transfer planning for students who plan to transfer to another institution.

**Compliance Recommendation:** None.

### **B: Financial Aid**

Parkland provided a holistic review of its Financial Aid Department. Financial Aid and Veteran Services conducts ongoing reviews and revisions of all forms students must complete to be considered for financial aid funds. Following guidelines presented by the Department of Education, forms are updated and simplified to be more efficient while maintaining compliance. Students can be served in person, via phone, or by appointment. Additionally, students can easily access applicable information on the college's website. The college has gone further to offer money/debt management, and monthly budgeting is available through one-on-one counseling.

**Compliance Recommendation:** None.

**Advisory Recommendation:** The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

*College Response:*

*Parkland will include this default rate with all future ICCB Recognition Reports*

### **C: Career Placement**

The Career Services Center provides wrap-around career advising, including career exploration support. These services include but are not limited to résumé writing, interview skill development, job identification, and student work-study. Training individuals for employment includes using a Career Coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities, including

workshops, seminars, and presentations. Career Services has a list of resources to ensure equity in the job search process, with specific assistance for those with disabilities, women and minorities, veterans, and the LGBTQ community.

**Compliance Recommendation:** None.

#### **D: Support Services**

Parkland provided a comprehensive and holistic review of its various student support services. other support services including Wellness Services, Veterans Services, Student Access and Disability Services, TRiO. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. The college employs counselors who can provide temporary solution-focused counseling services.

Parkland is proud to serve and provide educational opportunities for students and their dependents who have served and/or are serving. The college has a Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans, military personnel, and their families. The coordinator also serves as an advocate before the college's administration for the needs of student veterans.

**Compliance Recommendation:** None.

#### **2. Student Programming, Co-Curricular Activities and Support Services for Students**

Parkland provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. Student Life oversees about 20 clubs. The College also hosts several student life events each year to promote the inclusion, belonging, and connection of students, faculty, and staff.

The College offers a variety of in-person and online tutoring options for students. In-person tutoring is available six days a week. All students currently enrolled in classes are eligible to use free tutoring services. The CSC provides short-term, solution-focused personal counseling, which includes intake and screening, treatment planning, goal setting, counseling services, and community referral to additional services, when needed, to students, including those with disabilities.

**Compliance Recommendation:** None.

#### **3. Admission of Students and Student Records**

Community colleges in Illinois have an open enrollment policy. Admission to the College does not ensure admission to a particular course or program of study. The College's free application and open enrollment allow students to apply year-round and explore a variety of programs, some of which have special admission requirements. The procedures for students to enroll are outlined in the college catalog and the website for each program. Information is readily available to all who inquire.

The admission and Records Office is responsible for maintaining student records, upholding admission policies and standards, and evaluating transcripts. ARO supports the College's admission policies by accurately recording student type, placement, and proficiency information. College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time.

**Compliance Recommendation:** None.

### **3. FINANCE/FACILITIES**

#### **1. Credit Hour Claim Verification.**

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Parkland College (College) on October 7, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The College performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the College as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

The College has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The College makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the College for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 161 students in Fiscal Year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

Interdepartmental communications were appropriate regarding changes in laws, regulations or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the College failed to meet the reporting or certification requirements over the period of the review. Overall, the College has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95%, that compliance with the

reporting of certified hours is between 95% and 100% accurate. (Note: the statistical margin of error or confidence interval is 5%.)

**Compliance Recommendation:** None.

### **Midterm Certification**

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50% or more of the program costs from unrestricted funds.

To determine the College's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50% of unrestricted funds and appropriately reported.

**Compliance Recommendation:** None.

### **Student Residency**

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

Based on the review, the College properly classifies students for reporting purposes. However, the College does not have a detailed residency policy that addresses all the general, district, and special provisions of students.

**Compliance Recommendation:** None.

**Advisory Recommendation:** The ICCB recommends that the College clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

### *College Response:*

*The college does have a residency that we did not include with our ICCB Recognition Report. We will include this policy in all future ICCB Reports. We will also review all digital and printed materials to ensure we are adequately communicating this policy and*

*its practices and procedures to all constituents.*

### **Course Repeats**

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

**Compliance Recommendation:** None.

### **Dual Credit/Dual Enrollment**

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

**Compliance Recommendation:** None.

## **2. Financial Planning**

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the College's website confirms that the Board of Trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues of non-compliance with financial planning requirements.

**Compliance Recommendation:** None.

## **3. Financial Compliance Annual External Audit:**

For Fiscal Years (FY) 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings.

Based on the review, there were no audit findings noted over the four-year period.

**Compliance Recommendation:** None.

#### **4. A & B Facilities**

##### **A. Approval of Construction Projects**

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic, ICCB has made this plan not due until July 1, 2022. The College submitted its 2022 Facilities Master Plan and their self-study, which were found to be in good order.

**Compliance Recommendation:** None.

##### **B. Facilities Data Submissions:**

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The College maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the College failed to meet the submission requirements for the review period.

**Compliance Recommendation:** None.

#### **5. Employee Contracts**

According to 110 ILCS 805/3-65, an employment contract entered into with an employee (president, chancellor, etc.) of a community college must not exceed four years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

According to 110 ILCS 805/3-70, employment contracts must be transparent. Actions such as performance-based bonuses, incentive-based compensation, and final actions of the employment contract must be made during an open board meeting, approved by the board, and made available to the public. The performance criteria and goals upon which the bonus or incentive-based compensation is based must be made available to the public on the district's official website no less than 48 hours before board approval.



According to 5 ILCS 415/10, an employment contract entered into, amended, renewed, or extended with an employee of a community college that includes a provision for severance pay must limit the severance pay to an amount not exceeding 20 weeks of compensation. The employment contract must also specify severance pay is prohibited when a contract employee is fired by the district for misconduct.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed.

There are several contractual employee positions, including the President's position. The employment contracts met all notice provisions required by law.

The President's contract reviewed is the contract of the past President of the college. That contract includes an automatic extension of the contract, annually, after the four-year contract term. It also includes a termination clause providing for severance payment when the contract is terminated by the Board for any reason without cause that equals a sum of money equal to the compensation the College would otherwise pay as the base salary for the remaining term of the contract or for one year, whichever is greater, plus the other benefits in the contract. Severance payout when the contract is terminated for other reasons is vague. In addition, there is not a distinction that severance is not paid if the contract should be terminated for misconduct.

Similarly, the other contracts reviewed included terms providing for severance that exceeds the 20-week limitation and did not stipulate that no severance is paid if any of those contracts were to be terminated for misconduct.

**Compliance Recommendation:** The College must ensure employment contracts comply with 110 ILCS 805, 5 ILCS 415 and 23 IL Admin. Code 1501.803 and amend any active contracts that don't meet the criteria in those laws and regulations.

*College Response:*

*College Response: The contracts for the president, vice president for administrative services, vice president for academic services, vice president for student services, vice president for communications and external affairs, and the executive director for the foundation have been amended to meet with applicable laws and regulations and will be presented to the Board of Trustees for approval at its April 26, 2023. Upon board approval, the amended contracts will replace the current versions on the college website [here](#).*

#### 4. INSTITUTIONAL RESEARCH/REPORTING

##### **General Reporting Requirements**

The latest five years of Illinois Community College Board (ICCB) data submissions by Parkland College were reviewed—generally this includes fiscal years (FY) 2019-2023



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 2022 is up to \$62,689 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Parkland College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Parkland College officials have met ICCB deadlines for many submissions. Overall, Parkland 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 each of the five years reviewed. Parkland College's A1 submission met the reporting deadline in three of the past five fiscal years; the FY 2023 submission was finalized eight days late, and the FY 2021 submission was finalized half a month past the reporting deadline. The submissions took between one and four 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 unknown Highest Degree Previously Earned Ethnicity ranged between thirteen percent and twenty-two percent across the five years reviewed. The proportion of records with Pell Recipient ranged between twenty and twenty-four percent across the five years reviewed and with Subsidized Stafford Recipient ranged between nine and nineteen percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

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

The **Annual Course (AC)** data submission began in fiscal year 2011. Parkland College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to two, and final AC submissions did not contain any critical errors in four of the five years reviewed; the FY 2020 submission contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

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

**Noncredit Course Enrollment (N1)** data collection began in fiscal year 2000. Parkland College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between one percent and five percent. The proportion of records with unknown Race/Ethnicity ranged between thirty percent and forty-seven percent across the five years reviewed.

**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 FY 2023 submission was finalized half a month past the reporting deadline. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

**Part B. Faculty/Staff Data Submissions.** The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in two of the past five fiscal years; the FY 2023 submission was finalized one day late, the FY 2022 submission was half a month late, and the FY 2020 submission was finalized two months past the reporting deadline. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in three of the past five fiscal years; the FY 2022 submission was finalized two days late, and the FY 2020 submission was finalized two months past the reporting deadline. 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 **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Parkland College met the submission deadline in two of the past five years reviewed; the FY 2022 submission was finalized twelve days late, the FY 2021 submission was one day late, and the FY 2020 submission was finalized half a month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four. 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Parkland College met the reporting deadline in one of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey; the FY 2023 submission for each of the four surveys was finalized forty days late; the FY 2022 submission was nearly one month late, the FY 2021 submission was one and a half months late, and the FY 2020 submission was finalized one day past the reporting deadline. Parkland College did not meet the reporting deadline of the one year reviewed for the Native American Employment Plan Survey; the FY 2023 submission was finalized forty days late. 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 three of the past five fiscal years; the FY 2020 submission was finalized twenty days late, and the FY 2018 submission was finalized one month past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

**Compliance Recommendations:** None.

**Advisory Recommendations:** Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Parkland College.

Focused efforts are recommended to improve the timeliness of the **Annual Faculty, Faculty, Staff, & Salary Data (C1)**, the **Annual Faculty, Staff, & Salary Data (C3)**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, and the **Hispanic Employment Plan Survey**.

## Parkland (505) – Recognition Policy Studies Report Due Dates

### Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (07/15) *	07/14/22	11/15/21	07/15/20	06/24/19	06/21/18
# Submissions to Final	3	2	2	1	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	5045	2271	4101	5189	4648
Unduplicated Head Count	3242	1333	2297	2769	2640
# Error Codes in Final Submission	2	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.80 percent	2.99 percent	3.51 percent	4.95 percent	5.24 percent
% Unknown Age in Final Submission no value or.	1.45 percent	2.99 percent	3.51 percent	4.95 percent	5.25 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	47.45 percent	30.47 percent	38.65 percent	35.46 percent	42.43 percent

\*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19

\*\*From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

### Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (08/01) *	08/09/22	10/03/21	08/18/20	07/10/19	07/16/18
# Submissions to Final	4	2	3	1	2
Timeliness	8 days late	on time	15 days late	on time	on time
Head Count (total incl. 0 hrs. enroll.)	8605	9303	10442	11367	12238
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	2	0	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.00 percent	0.00 percent	0.01 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	15.33 percent	12.17 percent	12.28 percent	13.33 percent	13.25 percent
% 0 Cumulative Hours in Final Sub.	15.26 percent	12.02 percent	12.09 percent	13.28 percent	13.12 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	20.91 percent	19.52 percent	13.42 percent	19.41 percent	21.57 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	20.77 percent	20.27 percent	23.75 percent	23.27 percent	23.31 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	9.15 percent	14.88 percent	12.61 percent	17.97 percent	18.66 percent

\* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

### Annual Completions Data (A2)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (09/01) *	08/23/22	09/20/21	08/18/20	07/15/19	07/16/18
# Submissions to Final	1	2	3	1	1
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	1451	1643	1537	1428	1630
Total Number of Completions from A1	1448	1638	1534	1410	1610
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	3.03 percent	4.44 percent	5.53 percent	7.49 percent	6.56 percent

\* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

\*\*From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

### Annual Student ID Submission (ID)

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (09/01) *	09/01/22	10/04/21	08/28/20	08/07/19	07/17/18
# Submissions to Final	1	3	2	3	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	8605	9303	10442	11367	12238
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	4	3	3
# Critical Errors in Final Submission	0	0	0	0	0

\* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

### Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (09/01) *	08/31/22	12/15/21	08/31/20	07/31/19	08/02/18
# Submissions to Final	1	2	2	1	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.01 percent	0.00 percent
% Dual Credit in Final	6.82 percent	6.62 percent	5.08 percent	5.64 percent	4.72 percent
% Remedial (PCS 14) in Final	5.24 percent	4.87 percent	7.06 percent	6.86 percent	7.56 percent

\* Adjusted to 01/12 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

### Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/01) *	10/03/22	11/29/21	09/25/20	09/12/19	09/13/18
# Submissions to Final	2	2	2	1	2
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	5686	5394	5758	6510	7074
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.03 percent	0.01 percent	0.05 percent	0.04 percent	0.04 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	98.79 percent	97.68 percent	97.31 percent	97.82 percent	97.91 percent

\* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

### Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/01) *	10/03/22	10/01/21	09/28/20	09/12/19	09/17/18
Timeliness	on time	on time	on time	on time	on time
Head Count	5686	5394	5758	6510	7074
Discrepancy between E1 & Survey	0	0	0	0	0

\* Due 10/03 in FY 23

### Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/15) *	10/18/22	12/15/21	10/14/20	12/18/19	10/11/18
# Submissions to Final	3	3	1	1	2



Timeliness	1 day late	15 days late	on time	64 days late	on time
# Error Codes in Final Submission	3	4	3	3	3
# Critical Errors in Final Submission	2	3	2	2	2
% Records with Errors in Final Sub.	7.98 percent	9.90 percent	6.67 percent	7.37 percent	6.92 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

\* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

### Faculty Staff & Salary Supplementary Information

<b>Fiscal Year Collected</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/15) *	10/17/22	12/02/21	10/14/20	12/18/19	10/12/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	2 days late	on time	64 days late	on time

\* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

### Summer Graduate Reporting for IPEDS GRS

<b>Fiscal Year Collected</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission (11/01) *	11/16/22	11/22/21	10/29/20	10/07/19	10/01/18
Timeliness	15 days late	on time	on time	on time	on time

\* Adjusted to 12/15 in FY 22 due to ICCB processing delays; due 11/02 in FY 21

### African American Employment Plan Survey

<b>Fiscal Year Collected</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	01/24/23	02/08/22	01/29/21	01/16/20	01/28/19
Timeliness	40 days late	25 days late	51 days late	1 day late	on time

\* Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

### Asian American Employment Plan Survey

<b>Fiscal Year Collected</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	01/24/23	02/08/22	01/26/21	01/16/20	01/28/19
Timeliness	40 days late	25 days late	48 days late	1 day late	on time

\*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

### Bilingual Needs and Bilingual Pay Survey

<b>Fiscal Year Collected</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	01/24/23	02/08/22	01/26/21	01/16/20	01/29/19
Timeliness	40 days late	25 days late	48 days late	1 day late	on time

\*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

### Hispanic Employment Plan Survey

<b>Fiscal Year Collected</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	01/24/23	02/08/22	01/26/21	01/16/20	01/28/19
Timeliness	40 days late	25 days late	48 days late	1 day late	on time

\*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

### Native American Employment Plan Survey

<b>Fiscal Year Collected</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note**	01/24/23	N/A*	N/A*	N/C	N/C
Timeliness	40 days late	N/A*	N/A*	N/C	N/C

\*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.

\*\*Due 12/15 in FY 23

### Underrepresented Groups Report

<b>Fiscal Year Collected</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017

Final Submission Varies See Note*	02/01/22	02/02/21	03/19/20	02/01/19	03/20/18
Timeliness	on time	on time	20 days late	on time	32 days late

\*Due 02/01 in FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18

### Spring Semester Enrollment Survey\*

<b>Fiscal Year Collected</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission (02/15) **	02/10/22	02/12/21	02/05/20	01/29/19	01/31/18
Timeliness	on time	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

### Annual Faculty Staff & Salary Data (C3)

<b>Fiscal Year Collected</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (6/15) *	06/27/22	06/16/21	06/30/20	06/07/19	06/13/18
# Submissions to Final	3	4	2	1	2
Timeliness	12 days late	1 day late	15 days late	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	2.22 percent	3.37 percent	4.69 percent	4.10 percent	3.95 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	4.65 percent	4.27 percent	4.53 percent	4.67 percent	4.97 percent
% Unknown Employment Class (8)	23.14 percent	23.34 percent	28.42 percent	28.53 percent	28.42 percent

\*Due 06/17 in FY 19

\*\*From Item 36 starting in FY 21 collection; from Item 37 in prior years.

UNAPPROVED

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

IL Valley Community College  
Room C-316  
815 North Orlando Smith Avenue  
Oglesby, IL

March 24, 2023

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 24, 2023, meeting as recorded.

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

Chair Lopez called the Board meeting to order at 9:08 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Mara Botman, Craig Bradley, Terry Bruce, An-Me Chung, Teresa Garate, Marlon McClinton, Sylvia Jenkins, and Larry Peterson were present. Rene Juarez-Cuevas, Student Board member, was absent during the roll call. A quorum was declared. Nick Kachiroubas was on the phone and will be voted into the meeting.

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

Chair Lopez began by voting in Board member Nick Kachiroubas.

**Item #2.1a - Attendance by Means other than Physical Presence**

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

Terry Bruce made a motion, which was seconded by Teresa Garate, to allow Board member Nick Kachiroubas to participate in today's Board meeting via conference call.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Larry Peterson	Yea
Terry Bruce	Yea	Lazaro Lopez	Yea
An-Ma Chung	Yea		
Teresa Garate	Yea		

The motion was approved.

Nick Kachiroubas stated, for the record, he is in Florida due to work and unable to attend the Board meeting in person.

\*\*\*\*\*

At this time, Student member, Rene Juarez-Cuevas, arrived at 9:11 a.m.

\*\*\*\*\*

Chair Lopez went on to welcome new Board members Mara Botman and Marlon McClinton. With the new members, the ICCB finally has a full board, for the first time in many years. It provides the Board with the capacity to effectively oversee the work of the agency and to provide good leadership to the system. Both Mara and Marlon bring some important perspectives to the Board. Mara has long held positions in the not-for-profit funder space, where she has worked on a lot of different reforms in higher education. Marlon brings a critical business lens, as well as significant experience in workforce development through his role on the Illinois Workforce Innovation Board.

The ICCB received great budget news on February 15<sup>th</sup> with the introduction of the Governor's Budget. Currently, the General Assembly is in the middle of their season and ICCB staff are advocating for the Governor's proposal and legislative proposals. This request is probably the largest that ICCB has seen in my tenure as Board Chair, and it truly speaks to the Governor's commitment to community colleges. This commitment is evident both in the request and the historic investment in MAP of 100 million additional dollars, which if passed, is poised to make community college free for low-income students across the state, when it is combined with Pell opportunities.

Chair Lopez ended his report by offering the Board Retreat Date options for 2023: June 1, which would be the day before the Board meeting on June 2<sup>nd</sup>. This would put us in close proximity to the Trustees Convention as well, in case anyone wanted to stay for part or all of that; September 14<sup>th</sup>, which would be connected to our September 15<sup>th</sup> Board meeting; or explore a date in July or August, which would be one day, with no overnight required.

**Item #2.1b - Nomination of Midwestern Higher Education Compact Representative**

The Board nominated Maureen Banks for the position of Midwestern Higher Education Compact Representative. Sylvia Jenkins made a motion, which was seconded by An-Me Chung, to approve the nomination. Seeing as there were no other nominations, Chair Lopez closed the floor and asked to take a roll call vote with the following results:

		Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

The motion to nominate and elect Maureen Banks for the position of Midwestern Higher Education Compact Representative was approved. Student advisory vote: yes.

**Item #2.1c - Resolution Declaring April 2023 Community College Month**

April is community college month. The ICCB staff have a robust plan for connecting with the system during this month, including collecting student stories, sharing social media posts, and visiting community college campuses across the state. It is important that the Board acknowledge the importance of community college month to celebrate the goals and accomplishments of the 48 community colleges across 39 districts in Illinois. The following proclamation recognizing April 2023 as Community College Month will be read and signed by the Chair on behalf of the Board.

Craig Bradley made a motion, which was seconded by Teresa Garate, to approve the following resolution:

WHEREAS, America's first public community college was established in Joliet, Illinois in 1901; and,

WHEREAS, today the Illinois Community College System is the third largest in the nation, with 48 community colleges and 39 districts located throughout the state; and,

WHEREAS, the total economic output of Illinois community colleges on the statewide economy is estimated at \$3.5 billion with over 43,000 jobs; and,

WHEREAS, by providing educational opportunities at costs and locations accessible to all, community colleges have greatly enhanced the opportunity for every student, from any background, to enter a postsecondary school program; and,

WHEREAS, Illinois community colleges serve 73% of all undergraduate students enrolled annually in public higher education and over 72% of minorities in public higher education attend a community college; and,

WHEREAS, Illinois Community Colleges have reached an overall 33% graduation rate, the highest ever recorded and have awarded nearly 65,000 degrees and certificates while simultaneously reducing remediation; and,

WHEREAS, nine out of 10 of the state's community college graduates live, work, pay taxes, and raise their families in Illinois; and,

WHEREAS, as community-based institutions, our colleges provide varied curriculums and offer specialized training in more than 4500 programs; and,

WHEREAS, in the past year, community colleges have partnered with local school districts to offer 13,543 dual credit courses to 75,507 high school students; and,

WHEREAS, Illinois community colleges respond to the communities they serve through adult literacy and continuing education services; and,

WHEREAS, in recognition of the important contribution of community colleges to our total educational system, in 1985 the Congress authorized and requested then President Ronald Reagan to issue Proclamation 5418 establishing a National Community College Month.

NOW, THEREFORE, We, the Illinois Community College Board recognize April 2023 as  
**COMMUNITY COLLEGE MONTH**

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

**Item #3 - Welcoming Remarks from Dr. Jerry Corcoran, President of IL Valley Community College**

Dr. Jerry Corcoran welcomed the Board to campus. He stated he has been the President for 33 years and will be retiring soon. Dr. Tracy Morris has been selected as the incoming President and will begin April 1<sup>st</sup>. The college is experiencing an increase in enrollment, the students are doing well and enjoying their experience, support from the public, and a good and happy working environment with staff. Following the Board meeting and lunch, the members and staff are welcome to tour the campus.

**Item #4 - Board Member Comments**

The members welcomed the new members to the Board and each briefly gave a description of their backgrounds.

**Item #4.1 – Illinois Board of Higher Education Report**

Dr. Sylvia Jenkins stated the meeting was hybrid at Malcolm X College. During this meeting, the Board heard a presentation on Equity Plans and Practices to Close Equity Gaps: A Panel Discussion with Lisa Castillo-Richmond, Executive Director, Partnership for College Completion, Dr. Lisa Freeman, President, Northern Illinois University, Dr. Nivine Megahed, President, National-Louis Private University, and Dr. Avis Proctor, President, Harper Community College; heard from the advisory committees; heard the Faculty Advisory Council Recommendations on Mental Health Action on Campus Act; approved several items; as well as, heard from Advance IL speak on Childrens healthcare services.

**Item #5 – Executive Director Report**

Executive Director Brian Durham began by welcoming new members Marlon McClinton and Mara Botman. He also thanked President Corcoran and IL Valley Community college for hosting this month's Board meeting. In honor of Career and Technical Education Month the ICCB staff have had the opportunity to visit a few community colleges over the course of the past month and tour some of their career and technical education programming space. A special thanks to President Wilkerson at Rend Lake College (RLC), President Warren at Lincoln Land Community College (LLCC), and President Spearman at Rock Valley College (RVC) for helping to make the visits happen. On February 16<sup>th</sup>, ICCB staff and Board Members Peterson and Bradley toured the [RLC Agronomy Innovation Center](#). The group heard from industry representatives from [Sydenstricker Nobbe](#) and saw the state of the art (self-driving) John Deere farming equipment, including Sprayers and a Combine. Through a partnership with Sydenstricker Nobbe, RLC has figured out how to rotate their equipment out every few years ensuring students are being taught on the most modern equipment available. On February 22<sup>nd</sup>, ICCB staff toured LLCC's [Nursing Education Center](#), a center they opened in partnership with Memorial Health System, based in Springfield, IL. The Nursing Education Center includes a 1,900-square-foot nursing skills lab, Simulation labs, including a labor/delivery lab, Practice lab, Classrooms, and office space for nursing program staff. Again, through strong industry partnerships, LLCC is working with the most up-to-date equipment available. On February 27<sup>th</sup>, ICCB staff, alongside Board Members McClinton and Kachiroubas toured RVC's [Advanced Technology Center](#) in Belvidere and the RVC [Aviation Career Education Center](#) in Rockford. Among other things, the ATC boasted a fully open floor plan with programs in CNC Machining, Mechatronics, and Welding. The RVC Aviation center boasted multiple airplanes, including a commercial jet, for students to learn their trade on. There will hopefully be a few more campus visits during the month of April, which is also community college month.

Dr. Durham mentioned next week the staff will participate in an appropriations hearing for higher education and a Early Childhood Access Consortium for Equity Assessment briefing being held the first week in April. Finally, the Board should expect to hear a year-end update on the Board Goals at the June Board meeting being held in Bloomington-Normal.

**Item #6 - Advisory Organizations**

**Item #6.3 - Illinois Council of Community College Presidents**

The ICCCP report was moved up on the agenda to speak first. Mr. Terry Wilkerson began by mentioning the Council is once again picking back up with the collaborative marketing efforts that

were started last year. The Council is working on doing a statewide marketing initiative with the community college system highlighting important projects. The Council is also putting together a community college caucus. So far there are about 47 legislators signed on with a reception being held on May 2<sup>nd</sup> in Springfield. With this in place the Council will have more of a voice on legislative issues. The Council is working well together and moving forward in unity, as well as forging a solid relationship with the Trustees Association and ICCB. Finally, Mr. Wilkerson stated he has started back up with the Leadership meetings, one of which was held last Wednesday evening at Rend Lake College.

**Item #6.1 - Student Advisory Council**

Student Board member, Rene Juarez-Cuevas, stated at the council's next meeting they will choose a new ICCB Student member, discussed advocacy day, mental health programs available. Advocacy day will be held in Springfield in April. Finally, he stated that he attended the Community College National Legislative Summit in Washington, D.C. in February.

**Item #6.2 - Illinois Community College Faculty Association**

There was no report given.

**Item #6.4 - Illinois Community College System Foundation**

Board member Craig Bradley stated the group has met quite a few times over the past year. There have been 52 scholarship checks issued to colleges, totaling \$61,730, in addition \$8000.03 faculty association scholarships, and three (3) administrative leadership scholarships totaling \$2000. The group has been updating the website and are looking for more student testimonials to add, iccsf.org. The foundation continues to provide care and updates to the building in Springfield. There are plans to work with the ICCB on the Phi Theta Kappa annual event that takes place at the end of April.

**Item #6.5 – Illinois Community College Trustees Association**

There was no report.

**Item #6.5 - An Introduction to Neurodiversity Inclusion**

This presentation introduced the concept of authentic neurodiversity inclusion -- what it looks like and why it is important -- and examined some of the existing barriers to achieving it. Case studies and success stories were shared from a grant-funded Inclusive Coding Academy as well as the Transition2Success Project -- a first-of-its-kind evidenced-based wraparound support program that has been shown to increase persistence, retention, and completion rates for neurodivergent college students. The power of statements and resolutions to influence policy was discussed, including the recent ICCTA Neurodiversity Inclusion Statement. It is concluded that investing in neurodiversity is critical not only for the success of neurodivergent students but also for our collective future.

\*\*\*\*\*

The Board took a break at 10:38 a.m. and returned at 10:49 a.m.

\*\*\*\*\*

**Item #7 - Committee Reports**

**Item #7.1 - Academic, Workforce, and Student Support**

The committee met on the morning of March 24<sup>th</sup> at 8:00a with Teresa Garate, Nick Kachiroubas, Craig Bradley, Rene Juarez-Cuevas, Jennifer Foster, Marcus Brown, Whitney Thompson, and Jeff Newell. The following items were discussed: Workforce Education Update, Adult Education Update, CAP-IT Update, High School Equivalency Update with the HiSET® Price Increase, which is a Board Information Item, and the GED Testing Services® Finish What You Started - 3 of 4 Campaign, an Academic Affairs Update on the Developmental Education Report, the Developmental Education NOFO; and the New Units on the agenda for approval.



**Item #7.2 - Finance, Budgeting, Accountability and External Affairs**

The committee met on the morning of March 24<sup>th</sup> at 8:00a with Larry Peterson, Sylvia Jenkins, Terry Bruce, An-Me Chung, Matt Berry, Jennifer Franklin, and Nathan Wilson. The following items were discussed: Community College Month in April, Spring 2023 Legislative Update, Federal Legislative Update, and the ICCB Status of Developmental Education Reform in the Illinois Community College System Report.

**Item #7.2a - ICCB Spring 2023 Illinois Community College Opening Enrollment Report**

A presentation was given during the Board meeting outlining the ICCB Spring 2023 Illinois Community College Opening Enrollment Report, providing data on current enrollment trends. Spring 2023 student headcount, as well as additional student subgroups, were also examined and compared to prior year data.

**Item #7.2b - Spring 2023 Legislative Session Presentation and Update**

The 103rd General Assembly is in session and legislators have filed over 2,500 bills in the Senate and over 4,000 bills in the House. The March 10th deadline for legislators to get their bills out of committee has passed. The General Assembly now turns their attention to amendments and voting bills out of the full House and Senate. The adjournment deadline is scheduled for May 19, 2023. Matt Berry provided an oral presentation on significant higher education legislation at the Board meeting. A written report was also provided to the Board.

**Item #8 - Presentation on Governor's Fiscal Year 2024 Budget Recommendations**

On February 15, 2023, Governor Pritzker unveiled his proposed fiscal year 2024 budget in a joint address to the General Assembly. The fiscal year 2024 budget builds upon measures the administration have taken in the last four fiscal years to restore Illinois to a place of fiscal and economic health, while focusing on the needs of working families and the State's most vulnerable residents. The Governor's budget recommendation maintains the following key priorities: Early childhood education and childcare, College affordability, Healthcare protection, Workforce development, and continued economic development. The Governor's proposed budget includes one of the largest increases for the community college system in over two decades, representing a 7% increase over fiscal year 2023 appropriations along with more than \$22.0 million in new grant funding opportunities including Dual Credit, Non-Credit Workforce Programs, Advanced Manufacturing-Electric Vehicles, Data Center Curriculum Development, Digital Instruction for Adult Education, and English as a Second Language Services. The Governor's proposal does not include recommendations for new capital construction but does include the reappropriation of projects from the Rebuild Illinois capital program. This six-year program included \$479 million for new capital projects and statewide deferred maintenance at community colleges. Although the projects have been appropriated, the State must still issue bonds to finance the projects and authorize the release of funding before the projects can commence. A presentation was given during the Board meeting.

**Item #9 - New Units**

Craig Bradley made a motion, which was seconded by Maureen Banks, to approve the following items:

**Item #9.1 - College of Lake County, Lake Land College, South Suburban College, Triton College Southwestern Illinois College**

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

**PERMANENT PROGRAM APPROVAL**

**College of Lake County**

- Live Entertainment Production Certificate (31 credit hours)

**Lake Land College**

- Construction Occupations A.A.S. degree (63.5 credit hours)

South Suburban College

- Cosmetology A.A.S. degree (61 credit hours)
- Cosmetology Technician Certificate (42 credit hours)

Triton College

- Respiratory Care A.A.S. degree (68 credit hours)

Southwestern Illinois College

- Aviation Electronics Technology Certificate (40 credit hours)

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

**Item #10 - Recognition of the Illinois Community Colleges**

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

**Item #10.1 – Danville Area Community College, Rock Valley College, Elgin Community College**

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

Danville Area Community College, District 507  
Rock Valley College, District 511  
Elgin Community College, District 509

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

**Item #11 - Adoption of Minutes**

Terry Bruce made a motion, which was seconded by Craig Bradley, to approve the following motion:

**Item #11.1 - Minutes of the January 27, 2023, Board Meeting**

The Illinois Community College Board hereby approves the Board minutes of the January 27, 2023, meeting as recorded.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Abstain
Mara Botman	Abstain	Sylvia Jenkins	Yea

Item #10.1  
June 2, 2023

Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Abstain	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes. Mara Botman, Teresa Garate, and Marlon McClinton.

**Item #12 - Consent Agenda**

Sylvia Jenkins made a motion, which was seconded by Teresa Garate, to approve items #12.1, #12.2, and #12.3:

**Item #12.1 - Saluki Step Ahead Agreement Between Southern Illinois University Carbondale and McHenry County College**

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and McHenry County College.

**Item #12.2 - Appointment of New Member to Illinois Community College Board MIS/Research and Illinois Longitudinal Data System Advisory Committee Due to a Vacancy**

The Illinois Community College Board hereby authorizes the Executive Director to make the below appointment due to a vacancy on the MIS/Research and Illinois Longitudinal Data System Advisory Committee.

April Teske, Executive Director of Institutional Effectiveness, Shawnee Community College (2024)

**Item #12.3 - Authorization To Enter Into Contracts For Office Operations**

The Illinois Community College Board approves the following Fiscal Year 2023 contractual agreements:

<b><u>Funding Source</u></b>	<b><u>Contractor</u></b>	<b><u>Original Estimate</u></b>	<b><u>Actual Cost</u></b>	<b><u>Contract Period</u></b>	<b><u>Description</u></b>
001 - GED	Turn-Key Solutions International, Inc.	\$214,290.00	\$247,289.50	7/1/22-6/30/23	Sole Source Provider: High School Equivalency Testing Data submission to federal government.  *An amendment to the contract is necessary to add additional scope of work and increased cost to adjust for HiSET data changes and redeveloping the Illinois High School Equivalency Portal.
339 - Contracts & Grants	Mursion	\$24,000.00	\$48,000.00	2/1/23-1/31/24	Access to Mursion Software: Immersive virtual reality training  *The increase is due to a change in provider's service rates. The prior year estimate was based on a flat subscription fee; the provider currently charges hourly for subscriptions.

Item #10.1  
June 2, 2023

001 – Admin	Sorling	Not Applicable	\$40,000.00	7/1/22-6/30/23	Sole Source Provider: Legal consultant for ICCB Board Operations  *Prior year contracts did not meet the \$20,000 threshold. The increase for this year is to ensure sufficient capacity for legal services.
001 – EDP	Kyndryl	Not Applicable	Cost not to exceed \$48,000.00	7/1/22-6/30/23	Sole Source Provider: Technology consulting for Virtual Environment design.  *This is a new contract for 2023 that was not previously approved by the Board.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

\*\*\*\*\*

Terry Bruce made a motion, which was seconded by Craig Bradley, to approve item #12.4:

**Item #12.4 - Contractual Agreement Between Kaskaskia College and Parkland College**

The Illinois Community College Board hereby approves the Contractual Agreement between Kaskaskia College and Parkland College to offer animal science courses and precision agriculture courses, respectively, to students in either college's district charging the in-district tuition rate.

A roll call vote was taken with the following results:

Maureen Banks	Abstain	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Abstain
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes. Maureen Banks and Rene Juarez-Cuevas abstained

**Item #13 - Information Items**

There was no discussion.

**Item #13.1 - Fiscal Year 2023 Financial Statements**

**Item #13.2 - Fiscal Year 2022 Adult Education Report to the Governor and General Assembly**

**Item #13.3 - ICCB Spring 2023 Illinois Community College Opening Enrollment Report**

**Item #13.4 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director**

**Item #13.5 - ICCB Status of Developmental Education Reform in the Illinois Community College System Report**

**Item #13.6 - PSI Services LLC – Hiset® Test Increase**

**Item #14 - Other Business**

There was no other business.

**Item #15 - Public Comment**

There was no public comment.

**Item #16 - Executive Session**

Sylvia Jenkins made a motion, which was seconded by Maureen Banks, to approve the following motion:

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

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes. The Board entered executive session at 11:52 a.m.

\* \* \* \* \*

Terry Bruce made a motion, which was seconded by Maureen Banks, to reconvene Public Session at 12:04 p.m.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

**Item #17 - Executive Session Recommendations**

There were no recommendations.

**Item #18 - Approval of Confidentiality of Executive Session Minutes**

Terry Bruce made a motion, which was seconded by An-Me Chung, to approve the following item:

Item #10.1  
June 2, 2023

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; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022 are to remain confidential. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

**Item #19 - Adjournment**

Craig Bradley made a motion, which was seconded by Terry Bruce, to adjourn the Board meeting at 12:08 p.m.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Marlon McClinton	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Ma Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Illinois Community College Board

**ILLINOIS POSTSECONDARY AND CAREER EXPECTATIONS (PACE) FRAMEWORK**

The Illinois Postsecondary and Career Expectations (PaCE) Framework has been reviewed and updates recommended for the adoption. ICCB staff participated in the review process.

The PaCE Framework identifies meaningful strategies, activities, and actions that students should take to ensure a smooth transition into careers and/or postsecondary opportunities. There are a set of activities outlined for students in middle school and for those in high school.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the updated Illinois Postsecondary and Career Expectations (PaCE) Framework.



## Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



Draft 4.6.2023

### By the end of 9th grade

#### A student should be supported to:

- complete a career cluster survey
- complete a career interest survey
- attend a PS options workshop
- select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators
- enroll as appropriate in early college credit courses
- outline a plan for community service and extracurricular activities related to PS plans
- attend a basic financial aid presentation with a trusted adult

#### A student should know:

- one or two careers for further exploration
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

### By the end of 10th grade

#### A student should be supported to:

- visit at least one workplace aligned with career interests
- participate in activities related to their career cluster of interest
- select a career area of interest: enroll in career pathway (CP) as available
- explore opportunities along the Work Based Learning Continuum.
- connect and build relationships with 2-3 adults to support the PS and career selection process
- review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)
- attend a basic financial aid presentation with a family member

#### A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- skills related to career interests
- different types of PS credentials and institutions
- general timing of PS entrance exams and applications
- benefit of early college credit opportunities to PS access and completion

### By the end of 11th grade

#### A student should be supported to:

- revisit the career interest survey
- participate in a mock job interview
- create a resume and personal statement
- complete an experience within the Work Based Learning Continuum.
- determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam
- complete a Postsecondary Plan Workshop

#### A student should know:

- application deadlines, test timing, cost, and preparation for industry-based certification for CP
- entrance requirements, including application deadlines, for expected PS programs of study
- 3-5 match schools, one safety, one reach school for PS program of study
- negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

### By the end of 12th grade

#### By the end of 12th grade a student should be supported to:

- complete at least two team based challenges."
- obtain an internship opportunity related to the CP if applicable
- if applicable, receive industry-based certification(s) related to the CP
- address any remedial needs in math/ELA
- complete a financial aid offer workshop

#### A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of chosen PS options
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

#### By 12/31 of 12th grade a student should have:

- completed 3 or more admissions applications to PS institutions
- ensure all steps in the PS admissions process are completed on time
- attended a Financial Aid Application completion workshop
- completed a financial aid application





## Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. The developmental work in the middle school framework is intended to prepare students to more fully engage with the PaCE Framework throughout the critical high school years.



### By the end of 6th grade

#### A student should be exposed to:

- information about and examples of a wide range of careers
- language that emphasizes individual skills, strengths, and assets
- practices that develop a growth mindset

#### A student should be supported to:

- explore their interests
- practice their strengths
- develop their confidence in their abilities

### By the end of 7th grade

#### A student should be supported to:

- engage in guided self-reflection
- articulate aspirations
- envision a positive future
- explore their habits
- create or change a habit
- record their progress
- explore career interests
- explore their strengths
- effectively ask for help
- understand a growth mind set

### By the end of 8th grade

#### A student should be supported to:

- explore barriers to aspirations
- articulate personal strengths
- identify sources of motivation
- explore career interests
- develop an educational plan for at least one career interest
- compare possible financial futures
- complete a career cluster survey
- attend a career exploration day
- demonstrate a growth mind set
- explore learning styles
- map a support network
- complete a unit on education planning

#### A student should be exposed to:

- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals
- be exposed to a financial literacy unit in a course or workshop



Draft 4.6.2023

Illinois Community College Board

**CALENDAR YEAR 2024 BOARD MEETING DATES AND LOCATIONS**

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2024:

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2024 Board Meeting Dates and Locations listed below:

**Calendar Year 2024 Board Meeting Dates and Locations**

**January 26**

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

**March 22**

9:00 a.m. – Joliet Junior College, Joliet

**June 7**

9:00 a.m. – Westin Chicago Lombard, Lombard – ICCTA Convention

**July**

Subject to Call

**August**

Board Retreat – TBD

**September 20**

9:00 a.m. – John Wood Community College, Quincy

**December 6**

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

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

Illinois Community College Board

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

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2024.

**BACKGROUND**

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

Since several of the fiscal year 2024 grants and contracts will be negotiated during June, July, and August, this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS  
AMONG LINE ITEMS**

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2024 appropriated operating line items, as needed.

**BACKGROUND**

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. The annual Budget Implementation bill sets the percentage that will be allowed in the next fiscal year. In fiscal year 2023 the rate was four percent. Transfers exceeding the set percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS**

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2024 contractual agreements:

<b><u>Funding Source</u></b>	<b><u>Contractor</u></b>	<b><u>Estimated Amount*</u></b>	<b><u>Contract Period</u></b>	<b><u>Description</u></b>
All funds /allocated	IL Community College System Foundation	\$596,191	7/01/23 – 6/30/24	Rental of Office Space (+4 <sup>th</sup> Flr)
GED/GRF	Turn-Key Solutions International, Inc.	\$240,435	7/01/23 – 6/30/24	Sole Source Provider: High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	\$26,400	7/01/23 – 6/30/24	Sole Source Provider: Data submission to feds
GRF/Allocated	Sorling Northrup	\$30,000	7/01/23 – 6/30/24	ICCB Legal Services
339-Contracts & Grants (ECE)	Mursion	\$35,000	1/10/24 – 1/10/25	Access to Mursion Software: immersive virtual reality training
EDP	KLDiscovery Ontrack LLC	\$45,500- \$109,500	7/01/23 – 6/30/24	Emergency Procurement: Hard Drive Data Recovery
EDP	Executive Information Systems	\$20,281	7/01/23 – 6/30/24	Master Contract: SAS Server License
GRF	To Be Determined	\$99,999	7/01/23 – 6/30/24	Human Resources Consultant
GRF	Crowe Consulting	\$38,000	7/01/23 – 6/30/24	GAAP Reporting (State Master Contract)

Agenda Item #11.5

June 1, 2023

- \* Amounts are estimated based on the Fiscal Year 2023 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.



Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENT BETWEEN SOUTHERN ILLINOIS  
UNIVERSITY CARBONDALE AND ILLINOIS COMMUNITY COLLEGE**

The Illinois Community College Board (ICCB) signed a statewide agreement with Southern Illinois university at Carbondale (SIUC) in September 2021 on behalf of community colleges to ensure a more seamless transfer to SIUC in six majors. The transfer areas are online and allow students to complete their baccalaureate degree within 2 years full time study. The students are also provided with a \$4,000 scholarship each year with continued successful enrollment. The degree areas include a combination of Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences programs.

Individual community colleges have signed individual agreements with SIUC. The individual agreements lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community colleges who have subsequently signed individual agreements with SIUC are provided for approval. They are:

- College of DuPage
- Illinois Eastern Community Colleges
- Prairie State College
- Sauk Valley Community College

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and College of DuPage, Illinois Eastern Community Colleges, Prairie State College and Sauk Valley Community College.

## **SAI UKI STEP AHEAD ONLINE PROGRAM**

**For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing (RN to BSN), Psychology, and Radiologic Sciences**

### **SUBAGREEMENT**

This Subagreement is entered into this sixteenth day of September, 2022 by and between College of DuPage, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls  
Assistant Director for Transfer Relations  
Undergraduate Admissions  
Student Services Building – MC 4710  
Southern Illinois University  
1263 Lincoln Drive  
Carbondale, IL 62901  
Phone: 618/453-2992  
[josi.rawls@siu.edu](mailto:josi.rawls@siu.edu)

COD Contact:

Courtney Hatcher  
Coordinator, Articulation  
and Partnerships  
College of DuPage  
425 Fawell Blvd  
Glen Ellyn, IL 60137  
Phone: 630/942-2651  
[hatcher@cod.edu](mailto:hatcher@cod.edu)

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

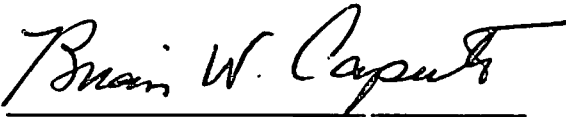
IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

College of DuPage



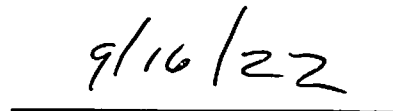
Dr. Mark Curtis-Chávez

Provost

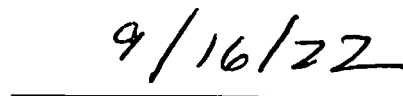


Dr. Brian Caputo

President

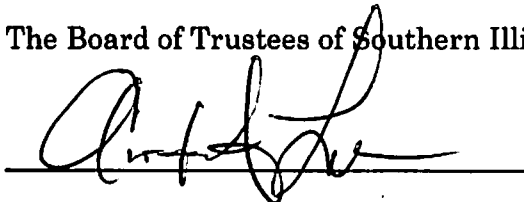


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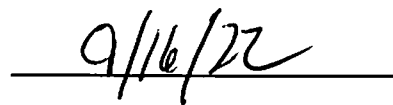
Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor



Date

## **SALUKI STEP AHEAD ONLINE PROGRAM**

**For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing, Psychology, and Radiologic Sciences**

### **SUBAGREEMENT**

This Subagreement is entered into this first day of March, 2023, by and between Illinois Eastern Community Colleges ("IECC"), a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing, Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein; including as amended below:
  - a. Agreement Item 4 amended to: Each and every participating ICCS college will free of charge, provide adequate space for SIUC to host two one-day transfer meetings/sessions per semester on that college's campus. These meetings/sessions will be to deliver transfer services, resources, and information with prospective transfer students, as self-identified or identified by IECC. In addition, in cooperation with SIUC, IECC will promote, market and advertise those transfer meetings/sessions to ICCS students per IECC's chosen marketing and promotion channels. SIUC marketing materials shall be submitted for review IECC in order to ensure compliance with marketing standards and general accuracy.
  - b. Agreement Item 11 amended to: As permitted and in accordance with the requirements of the Family Educational Rights and Privacy Act ("FERPA") ICCS colleges and SIUC agree to share student educational information to assist SIUC in the recruitment and transfer of ICCS students. A records request releasing FERPA-protected records to SIUC shall be signed individually by each student.

Each request shall be submitted to the IECC Associate Dean of Admissions and Records office so that records can be collected and compiled for return to SIUC.

2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

**SIUC Contact:**

Josi Rawls  
Assistant Director for Transfer Relations  
Undergraduate Admissions  
Student Services Building – MC 4710  
Southern Illinois University  
1263 Lincoln Drive  
Carbondale, IL 62901  
Phone: 618/453-2992  
[josi.rawls@siu.edu](mailto:josi.rawls@siu.edu)

**IECC Contact:**

Eva Fatheree  
Coordinator of Curricular  
Reporting and Articulation  
Illinois Eastern Community Colleges  
233 East Chestnut Street  
Olney, IL 62450  
Phone: 618/879-9459  
[fathereee@iecc.edu](mailto:fathereee@iecc.edu)

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Illinois Eastern Community Colleges




Dr. Ryan Gower  
Chancellor



Date

The Board of Trustees of Southern Illinois University

  
Austin Lane (Mar 10, 2023 12:30 CST)

Dr. Austin A. Lane  
Chancellor

Mar 10, 2023

Date

Southern Illinois University Carbondale

## **SALUKI STEP AHEAD ONLINE PROGRAM**

**For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, Nursing (RN to BSN), Psychology, and Radiologic Sciences**

### **SUBAGREEMENT**

This Subagreement is entered into this first day of April, 2023 by and between Sauk Valley Community College (SVCC), a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls  
Assistant Director for Transfer Relations  
Undergraduate Admissions  
Student Services Building – MC 4710  
Southern Illinois University  
1263 Lincoln Drive  
Carbondale, IL 62901  
Phone: 618/453-2992  
[josi.rawls@siu.edu](mailto:josi.rawls@siu.edu)

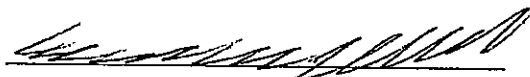
SVCC Contact:

Jessica Wilkin  
Academic Advisor and  
Transfer Specialist  
Sauk Valley Community College  
173 IL-2  
Dixon, IL 61021  
Phone: 815/835-6348  
[jessica.c.wilkin@svcc.edu](mailto:jessica.c.wilkin@svcc.edu)

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

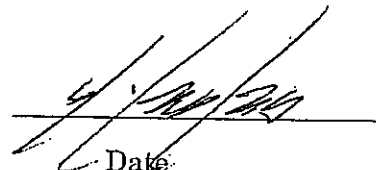
IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Sauk Valley Community College



Dr. Dave Hellmich

President



Date

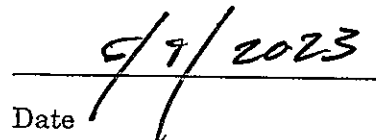
The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale



Date



## **SALUKI STEP AHEAD ONLINE PROGRAM**

**For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing, Psychology, and Radiologic Sciences**

### **SUBAGREEMENT**

This Subagreement is entered into this seventeenth day of September, 2022 by and between Prairie State College ("PSC"), a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Nursing, Elementary Education, Early Childhood, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein; including as amended below:
  - a. Agreement Item 4 amended to: Each and every participating ICCS college will free of charge, provide adequate space for SIUC to host two one-day transfer meetings/sessions per semester on that college's campus. These meetings/sessions will be to deliver transfer services, resources, and information with prospective transfer students, as self-identified or identified by PSC. In addition, in cooperation with SIUC, PSC will promote, market and advertise those transfer meetings/sessions to ICCS students per PSC's chosen marketing and promotion channels. SIUC marketing materials shall be submitted for review PSC in order to ensure compliance with marketing standards and general accuracy.
  - b. Agreement Item 5 amended to: Within 60 days of the Effective Date of the relevant Subagreement the ICCS college will implement procedures by which it can track students who expressed interest in transferring to SIUC. Subject to the foregoing, upon SIUC's request, which shall be made no more than once per SIUC academic semester, ICCS agrees to supply SIUC Undergraduate Admissions Office with only the student's name, program of study, and student email address.

- c. Agreement Item 11 amended to: As permitted and in accordance with the requirements of the Family Educational Rights and Privacy Act ("FERPA") ICCS colleges and SIUC agree to share student educational information to assist SIUC in the recruitment and transfer of ICCS students who express interest in SIUC. Because PSC records are not maintained in a central location, a records request releasing FERPA-protected records to SIUC shall be signed individually by each student. Each request shall be submitted to the PSC Dean of Enrollment Services office so that records can be collected and compiled for return to SIUC.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

**SIUC Contact:**

Josi Rawls  
Assistant Director for Transfer Relations  
Undergraduate Admissions  
Student Services Building – MC 4710  
Southern Illinois University  
1263 Lincoln Drive  
Carbondale, IL 62901  
Phone: 618/453-2992  
[josi.rawls@siu.edu](mailto:josi.rawls@siu.edu)

**PSC Contact:**

Sarah Hein  
Transfer Coordinator  
Prairie State College  
202 S Halstead St  
Chicago Heights, IL 604111  
Phone: 708/708-3508  
[shein@prairiestate.edu](mailto:shein@prairiestate.edu)

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Prairie State College

  
\_\_\_\_\_

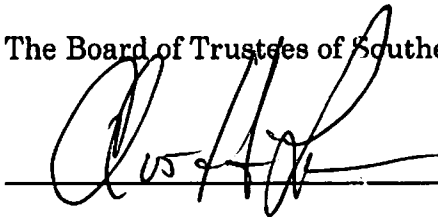
Dr. Michael Anthony

President

9-16-22  
\_\_\_\_\_

Date

The Board of Trustees of Southern Illinois University

  
\_\_\_\_\_

Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale

9/16/22  
\_\_\_\_\_

Date

Illinois Community College Board

FISCAL YEAR 2023 FINANCIAL STATEMENTS

Fiscal Year 2023 Appropriation Summary Report  
July 1, 2022 - April 30, 2023

	FY 2023 Appropriation	Year -to-Date Expenditures	% Expended
<b><u>STATE GENERAL FUNDS*</u></b>			
<b>GENERAL REVENUE FUND</b>			
GRANTS TO COLLEGES AND PROVIDERS	\$ 104,483,300	\$ 77,393,968	74.1%
ADULT EDUCATION	35,582,100	35,078,258	98.6%
GED TESTING PROGRAM	1,148,000	716,440	62.4%
CAREER & TECH EDUCATION	18,972,900	18,559,149	97.8%
OFFICE ADMINISTRATION	2,638,600	1,890,243	71.6%
<b>TOTAL</b>	<b>\$ 162,824,900</b>	<b>\$ 133,638,058</b>	<b>82.1%</b>
<b>EDUCATION ASSISTANCE FUND</b>			
GRANTS TO COLLEGES AND PROVIDERS	\$ 158,131,300	\$ 124,828,817	78.9%
<b>TOTAL</b>	<b>\$ 158,131,300</b>	<b>\$ 124,828,817</b>	<b>78.9%</b>
<b><u>SPECIAL STATE FUNDS *</u></b>			
CONTRACTS AND GRANTS FUND	\$ 87,000,000	\$ 7,274,080	8.4%
GED TESTING FUND	100,000	24,527	24.5%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	1,820	1.8%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
<b>TOTAL</b>	<b>\$ 192,770,000</b>	<b>\$ 112,870,427</b>	<b>58.6%</b>
<b><u>FEDERAL FUNDS*</u></b>			
FEDERAL ADULT EDUCATION FUND	\$ 30,257,918	\$ 9,761,977	32.3%
FEDERAL CAREER & TECH ED FUND	20,142,082	5,721,627	28.4%
FEDERAL CURES FUND	10,000,000	1,690,578	16.9%
ICCB FEDERAL TRUST FUND	525,000	215,515	41.1%
<b>TOTAL</b>	<b>\$ 60,925,000</b>	<b>\$ 17,389,697</b>	<b>28.5%</b>
<b>GRAND TOTAL, ALL FUNDS</b>	<b>\$ 574,651,200</b>	<b>\$ 388,726,999</b>	<b>67.6%</b>

\* See detail on following pages.

**FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT**

**Special State Funds  
July 1, 2022 - April 30, 2023**

**SPECIAL STATE FUNDS\***

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
<b>CONTRACTS AND GRANTS FUND*</b>			
<b>GRANTS</b>			
Apprenticeship Grant		\$ 361,981	
ILCCO		5,000	
CHSA Grant		20,556	
Lumina Grant		5,900	
Tutoring Initiative		701,095	
<b>ADMINISTRATION</b>			
Apprenticeship		104,754	
Tutoring Initiative		19,628	
ILCCO		669	
Advance CTE			
	<u>\$ 10,000,000</u>	<u>\$ 1,219,583</u>	<u>1.4%</u>
<b>STRATEGIC INITIATIVES</b>			
Governor's Emergency Education Relief - (GEER I/II)	\$ 27,000,000	\$ 2,349,853	8.7%
Early Childhood	50,000,000	3,704,644	7.4%
	<u>\$ 77,000,000</u>	<u>\$ 6,054,497</u>	<u>7.9%</u>
<b>TOTAL</b>	<b><u>\$ 87,000,000</u></b>	<b><u>\$ 7,274,080</u></b>	<b><u>8.4%</u></b>
<b>GED TESTING FUND*</b>	<b>\$ 100,000</b>	<b>\$ 24,527</b>	<b>24.5%</b>
<b>ICCB RESEARCH &amp; TECHNOLOGY FUND*</b>	<b>\$ 100,000</b>	<b>\$ 1,820</b>	<b>1.8%</b>
<b>PERSONAL PROPERTY REPLACEMENT TAX FUND</b>	<b>\$ 105,570,000</b>	<b>\$ 105,570,000</b>	<b>100.0%</b>
<b>GRAND TOTAL, SPECIAL FUNDS</b>	<b><u>\$ 192,770,000</u></b>	<b><u>\$ 112,870,427</u></b>	<b><u>58.6%</u></b>

\* Expenditures from these funds cannot exceed receipts.

## FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT

State General Funds  
July 1, 2022 - April 30, 2023

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
<b><u>GENERAL REVENUE FUND</u></b>			
<b>GRANTS TO COLLEGES AND PROVIDERS</b>			
City Colleges of Chicago	\$ 13,928,700	\$ 13,928,700	100.0%
PATH Grants	25,000,000	18,997,497	76.0%
P-20 Council Support	150,000	-	0.0%
East St. Louis Educational Center	1,457,900	781,991	53.6%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	560,300	378,617	67.6%
Lincoln's Challenge Program	60,200	4,000	6.6%
Performance Grants	359,000	-	0.0%
Small College	548,400	548,400	100.0%
Alternative Schools Student Re-enrollment	4,000,000	3,350,000	83.8%
Transitional Math and English Development (TIME and DEV)	1,000,000	241,533	24.2%
SWIC Lindenwood Center	5,900,000	4,425,000	75.0%
Illinois Resource Center	1,000,000	117,618	11.8%
Grow Your Own Teachers	500,000	500,000	100.0%
Mental Health Early Action on Campus Grant	6,660,000	6,659,999	100.0%
CTE Chicago	5,000,000	-	0.0%
Trade Schools	5,000,000	-	0.0%
Labor History - Heartland	150,000	-	0.0%
Labor History - SWIC	150,000	-	0.0%
Bridge and Transition	9,344,400	9,194,023	98.4%
Workforce Equity Initiative	19,450,000	18,266,590	93.9%
<b>TOTAL</b>	<b>\$ 104,483,300</b>	<b>\$ 77,393,968</b>	<b>74.1%</b>
<b>OFFICE ADMINISTRATION</b>			
	\$ 2,638,600	\$ 1,890,243	71.6%
<b>TOTAL</b>	<b>\$ 2,638,600</b>	<b>\$ 1,890,243</b>	<b>71.6%</b>
<b>ADULT EDUCATION</b>			
Adult Education Basic Grants	\$ 23,783,600	\$ 23,490,570	98.8%
Adult Education Performance Grants	11,798,500	11,587,688	98.2%
<b>TOTAL</b>	<b>\$ 35,582,100</b>	<b>\$ 35,078,258</b>	<b>98.58%</b>
<b>GED TESTING PROGRAM</b>			
	\$ 1,148,000	\$ 716,440	62.4%
<b>TOTAL</b>	<b>\$ 1,148,000</b>	<b>\$ 716,440</b>	<b>62.4%</b>
<b>CAREER &amp; TECHNICAL EDUCATION</b>			
CTE LPN RN	500,000	500,000	100.0%
CTE Administration	425,000	279,307	65.7%
CTE Formula	16,453,500	16,453,499	100.0%
CTE Early School Leavers Grants	615,000	575,000	93.5%
CTE Early School Leavers Administration	84,950	5,968	7.0%
CTE Corrections	894,450	745,375	83.3%
<b>TOTAL</b>	<b>\$ 18,972,900</b>	<b>\$ 18,559,149</b>	<b>97.8%</b>
<b><u>EDUCATION ASSISTANCE FUND</u></b>			
<b>GRANTS TO COLLEGES AND PROVIDERS</b>			
Base Operating	\$ 83,367,200	\$ 62,525,400	75.0%
Equalization	74,764,100	62,303,417	83.3%
<b>TOTAL</b>	<b>\$ 158,131,300</b>	<b>\$ 124,828,817</b>	<b>78.9%</b>
<b>GRAND TOTAL</b>	<b>\$ 320,956,200</b>	<b>\$ 258,466,875</b>	<b>80.5%</b>

**FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT**

**Federal Funds  
July 1, 2022 - April 30, 2023**

**FEDERAL FUNDS\***

	FY 2023 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
<b>FEDERAL ADULT EDUCATION FUND</b>				
<b>GRANTS TO PROVIDERS</b>				
Federal Basic	\$ 16,880,491	\$ 6,000,000	\$ 6,697,154	29.3%
Federal Basic Leadership	2,000,000		1,329,593	66.5%
EL Civics Grants	2,886,575	750,011	1,094,554	30.1%
	<u>\$ 21,767,066</u>	<u>\$ 6,750,011</u>	<u>\$ 9,121,301</u>	<u>32.0%</u>
<b>ADMINISTRATION</b>				
Federal Basic	\$ 1,023,060	\$ -	\$ 419,829	41.0%
EL Civics	160,131	-	78,163	48.8%
Leadership	557,650	-	142,684	25.6%
	<u>\$ 1,740,841</u>	<u>\$ -</u>	<u>\$ 640,676</u>	<u>36.8%</u>
<b>TOTAL</b>	<b><u>\$ 23,507,907</u></b>	<b><u>\$ 6,750,011</u></b>	<b><u>\$ 9,761,977</u></b>	<b><u>32.3%</u></b>
<b>FEDERAL CAREER AND TECHNICAL EDUCATION FUND</b>				
<b>GRANTS</b>				
Perkins Program Grants	\$ 16,547,354	\$ -	\$ 4,777,604	28.9%
Perkins Leadership	1,557,398	674,607	485,047	21.7%
Perkins Corrections	389,350	-	-	0.0%
Reserve	-	-	-	0.0%
	<u>\$ 18,494,102</u>	<u>\$674,607</u>	<u>\$ 5,262,651</u>	<u>27.5%</u>
<b>ADMINISTRATION</b>				
CTE Federal	\$ 973,373		\$ 458,976	47.2%
<b>TOTAL</b>	<b><u>\$ 19,467,475</u></b>	<b><u>\$ 674,607</u></b>	<b><u>\$ 5,721,627</u></b>	<b><u>28.4%</u></b>
<b>ILLINOIS CURES FUND</b>				
College Bridge Program	\$ 10,000,000	\$ -	\$ 1,690,578	16.9%
<b>TOTAL</b>	<b><u>\$ 10,000,000</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 1,690,578</u></b>	<b><u>16.9%</u></b>
<b>ICCB FEDERAL TRUST FUND</b>				
ADMINISTRATION	\$ 525,000	\$ -	\$ 215,515	41.1%
<b>TOTAL</b>	<b><u>\$ 525,000</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 215,515</u></b>	<b><u>41.1%</u></b>
<b>GRAND TOTAL, FEDERAL FUNDS</b>	<b><u>\$ 53,500,382</u></b>	<b><u>\$ 7,424,618</u></b>	<b><u>\$ 17,389,697</u></b>	<b><u>28.5%</u></b>

\* Expenditures from these funds cannot exceed receipts.

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**

Illinois Central College

- Precision Agriculture Technician Certificate (25 credit hours)

Parkland College

- Electrician Foundations Certificate (16 credit hours)
- Industrial Maintenance Certificate (19 credit hours)

Southwestern Illinois College

- Additive Manufacturing Certificate (20 credit hours)
- Advanced Automation/Multi-Axis Certificate (16 credit hours)
- Help Desk Certificate (18 credit hours)
- Tool & Die Certificate (16 credit hours)

McHenry County College

- Computer Forensics Certificate (15 credit hours)





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**DUAL CREDIT  
IN THE  
ILLINOIS COMMUNITY COLLEGE SYSTEM**

**FISCAL YEAR 2022**

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***May 2023***

Compiled by ICCB

Nathan R. Wilson, Deputy Director for Research and Information Technology

Jay Brooks, Associate Deputy Director for Research and Analytics

Michelle Dufour, Director for Research and Analytics

Cecilia Elhaddad, Data Analyst

Jana Ferguson, Consultant, Data and Research Services

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**Suggested Citation:**

Illinois Community College Board. (2023). *Dual Credit in the Illinois Community College System in Fiscal Year 2022*. Springfield, IL: Author.

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## INTRODUCTION

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

### Highlights of Dual Credit in Fiscal Year 2022:

- In Illinois, during fiscal year 2022, a total of 75,507 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses.
- Nearly one in five students (19.0 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 13,543 dual credit courses in fiscal year 2022, which was an increase 1.7 percent from the previous year (N = 13,314).
- Overall, in fiscal year 2022, dual credit duplicated (seat count) enrollment (N = 146,391) increased 11.8 percent compared to one year ago (N = 130,943).
- High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.

Data for this report derive from the Illinois Community College Board’s (ICCB) Centralized Data System and, specifically, the Annual Student Enrollment and Completion (A1) student-level submission (Appendix A Tables) and Annual Course Data (AC) student-level submission (Appendix B Tables) from Illinois community colleges. Information from the **A1 submission** is used in the report to describe the characteristics of high school students who enrolled in dual credit courses. A1 data are required for all students who are officially enrolled in a credit course at an Illinois community college any time during the specified fiscal year. A1 enrollments are **unduplicated** end-of-year counts. Duplicated enrollment and course data derive from ICCB **AC submissions**. AC enrollments are **duplicated**, meaning students are counted for each course they enroll in (e.g., a student enrolling in three dual credit courses is counted as three enrollments). The AC record submission includes dual credit identifier information that is used to generate dual credit course counts, enrollments, and average class sizes. For Illinois community colleges, student-level data is collected by ICCB for each fiscal year. A fiscal year represents student activity in a July 1 through June 30 academic year. Data for the graduation rate outcomes come from the Fall Enrollment (E1), A1 and Summer Graduate Reporting for the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GS) Data. Data for the advancement rate outcomes come from the A1, E1, GS and National Student Clearinghouse (NSC).

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## DUAL CREDIT DEFINITION AND LEGISLATIVE BACKGROUND

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

The Dual Credit Quality Act ([Public Act 96-0194](#)) was approved by the governor on August 10, 2009, with an effective date of January 1, 2010. The Act required the ICCB and the Board of Higher Education (IBHE) to develop policies regarding dual credit. In 2018, the Dual Credit Quality Act was significantly amended outlining specific, required elements within dual credit partnership agreements and limiting out-of-state dual credit offerings. Although the general purpose of the Act remains the same, the Act gives school districts a greater ability to offer dual credit courses to students, as it requires a local community college to agree to offer such courses if a school district requests them. The law includes an “Illinois-first” clause that prohibits school districts from offering dual credit courses from out-of-state institutions without first asking an Illinois college if the same courses are offered there. The law helps to make college more affordable. The amended Dual Credit Quality Act ([Public Act 100-1049](#)) took effect January 1, 2019. Additionally, as part of the newly amended Dual Credit Quality Act and to advance dual credit in Illinois, ICCB and the Illinois State Board of Education (ISBE) established a committee and developed a [Model Partnership Agreement \(MPA\)](#) addressing the parameters of local school district-community college partnerships to offer dual credit (should the stakeholders not be able to reach agreement). The Agreement guides local partnerships between school districts and community colleges necessary for the successful implementation of quality dual credit courses and related student supports.

The instructors for dual credit courses shall be selected, employed and evaluated by the postsecondary institution. Qualified instructors must hold the appropriate credentials and demonstrate teaching competencies. [The ICCB Administrative Rules](#) [Section 1501.507 (11)] outlines these minimally acceptable standards. Dual credit instructors must be able to participate in all activities available to adjunct faculty [[\(110 ILCS 27/\) Dual Credit Quality Act](#)]. ICCB, ISBE, and IBHE also collaborated to create a new endorsement for nine dual credit disciplines. A Dual Credit Endorsement, as designated by the newly amended Dual Credit Quality Act, is an endorsement valid for educators in grades 11-12 to be placed on the [Professional Educator License \(PEL\)](#) at the request of an instructor who meets the appropriate credential standards.

The Dual Credit Quality Act was amended via [Public Act 102-0516](#) on August 20, 2021, to require that within one year after the effective date (August 20, 2021), each community college district in partnership with the appropriate high schools, shall modify its dual credit plan to ensure access to dual credit courses by students with disabilities. The agreement shall provide that a student has access to the supplementary aids and accommodations included in the student's Individualized Education Program (IEP) while the student is accessing a dual credit course on a high school campus, in accordance with established practices at the high school, and a student who accesses a dual credit course on a community college campus has access to supplementary aids and accommodations provided in the partnership agreement, including access to the community college's disability services.

The amended Dual Credit Quality Act further stipulated that each community college district shall provide access to higher education for students with disabilities, including, but not limited to, students with intellectual or developmental disabilities. Each community college is encouraged to offer for-credit and noncredit courses as deemed appropriate for the individual student based on the student's abilities, interests, and postsecondary transition goals, with the appropriate individualized supplementary aids and accommodations, including general education courses, career and technical education, vocational training, continuing education certificates, individualized learning paths, and life skills courses for students with disabilities. In addition, each community college is strongly encouraged to have its disability services coordinator participate in meetings held by high schools to provide information to the student's IEP team, including the student and the student's parents, about the community college and the availability of courses and programs at the community college.

Also taking effect on January 1, 2019, [Public Act 100-0792](#) amended the Illinois School Code by prohibiting a school board from capping the number of courses or credits a student can earn via dual credit if the courses are taught by an Illinois Instructor. Effective on January 1, 2022, [Public Act 102-0209](#) amended the accelerated placement language of the School Code. It states that for a student entering grade 12, the next most rigorous level of advanced coursework in English or mathematics shall be a dual credit course as defined in the Dual Credit Quality Act, an Advanced Placement course as defined in the College and Career Success for All Students Act, or an International Baccalaureate course. Under the current accelerated placement statute, no later than the beginning of the 2023-2024 school year, a school district's accelerated placement policy must allow for the automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered.

Similarly, [Public Act 101-0654](#) (known as the Education and Workforce Equity Act) requires by no later than the beginning of the 2023-2024 school year that each school district's accelerated placement policy include provisions for automatic enrollment, in the following school term, of a high school student into the next most rigorous level of advanced coursework. The next most rigorous level may include early college programs (dual credit, advanced placement, and international baccalaureate). The intent with the automatic enrollment approach is to allow even more equitable access and opportunity, regardless of student background, for advanced coursework including early college courses like dual credit.

Finally, [Public Act 102-1077](#), signed by the governor on June 10, 2022, amends the state's Dual Credit Quality Act to provide that a partnership agreement between a community college and a school district shall allow high school students who may not meet the community college's academic eligibility requirements to enroll in dual credit courses taught at the high school to receive high school credits. High schools are required to establish procedures to notify students enrolled in dual credit courses if they are eligible for both college and high school credits or just a high school credit.

On the national level, the growth of dual credit has prompted the National Center for Education Statistics (NCES) to adjust the Integrated Postsecondary Education Data System (IPEDS) collection beginning with the 2023-24 cycle. The new collection approach will allow NCES to provide information on dual credit and dual enrollment activity disaggregated by race/ethnicity and gender. NCES has indicated this new collection methodology will allow dually enrolled students to be distinguished from other students who are classified as non-degree/non-certificate students and provide a more comprehensive picture of the dual credit landscape across the country. NCES further justifies this adjustment by citing the growth in dually enrolled students and the potential implications for future college enrollment and credential/degree attainment as primary drivers for this adjustment. The information contained within this report for the Illinois Community College System is focused exclusively on dual credit activity where the students earn both high school and college credit and does not include activity that is dual enrollment where only college credit is earned. ICCB does have a longstanding collection of dually enrolled students within its Centralized Data System and is positioned well to submit the data on behalf of Illinois community colleges for NCES IPEDS reporting.

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### CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

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#### OVERALL HEADCOUNT

The Illinois Community College System recorded a total of 75,507 high school students enrolled in dual credit courses during fiscal year 2022. Currently, **all** Illinois community colleges offer dual credit courses.

**Table 1** provides the comparison of annual dual credit headcount enrollments in Illinois public community colleges in fiscal years 2018 through 2022. Annual dual credit enrollments increased 13.1 percent compared to the previous year (N = 66,788) and 27.9 percent compared to five years ago (N = 59,039). Among Illinois' 48 colleges, 23 colleges reported more than 1,000 dual credit enrollments in fiscal year 2022. College of DuPage reported the most dual credit enrollments (N = 5,847), followed by Harper College (N = 4,982), and Joliet Junior College (N = 4,965) (Appendix Table A-1).

*Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2022.*

High school students enrolled in dual credit courses comprised **19.0 percent of all credit enrollment** (N = 396,958) at Illinois community colleges in fiscal year 2022. Dual credit students comprised more than twenty percent of all credit enrollments in twenty-four Illinois community colleges, more than ten percent in 44 colleges, and fewer than five percent in three colleges. South Suburban College reported the largest proportion of dual credit enrollment in comparison to the college's total credit enrollment in fiscal year 2022 (44.2 percent), followed by Kaskaskia College (43.8 percent) and Highland Community College (38.9 percent) (Appendix Table A-2).

**Table 1**  
**Comparison of Annual Dual Credit Enrollments in Illinois Public Community Colleges**  
**Fiscal Years 2018-2022**

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Headcount	59,039	64,106	69,299	66,788	75,507
% Change	2.0%	8.6%	8.1%	-3.6%	13.1%

**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data**

#### CHARACTERISTICS OF GENDER AND RACE/ETHNICITY

**Table 2** shows that females constitute a slight majority (52.3 percent) of high school students enrolled in community college courses in fiscal year 2022 (Appendix Table A-3).

**Table 2**  
**Dual Credit Enrollment by Gender in Fiscal Year 2022**

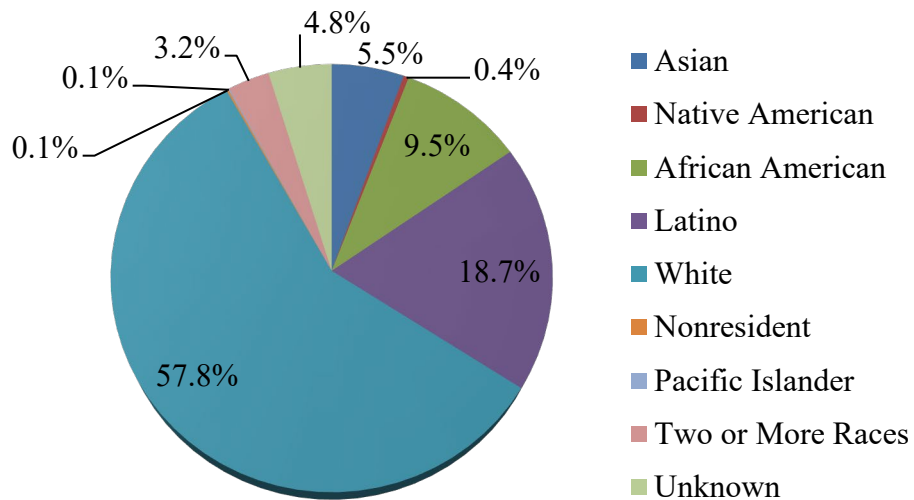
Gender	Number	Percent
Male	36,002	47.7%
Female	39,505	52.3%
Total	75,507	100.0%

**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data**

**Figure 1** depicts the race/ethnicity of high school students enrolling in community college dual credit courses in fiscal year 2022. Nearly six out of ten dual credit students were White (57.8 percent). Latino dual credit students accounted for 18.7 percent and African American students for 9.5 percent in fiscal year 2022. Students identifying themselves as Asian (5.5 percent), Two or More Races (3.2 percent), Native American (0.4 percent), Nonresident (0.1 percent), and Pacific Islander (0.1 percent) represented a small portion of dual credit students (Appendix Table A-4). Dual credit participation was lower among minority high school students than White high school students in fiscal year 2022. Out of 185,508 minority students (whose ethnicity was known) enrolled in credit coursework in Illinois public community colleges in fiscal year 2022, 15.2 percent of students were enrolled in dual credit courses (N = 28,278). In comparison, out of 195,429 White students enrolled in credit coursework in Illinois public community colleges in fiscal year 2022, 22.3 percent of students were enrolled in dual credit courses (N = 43,623).



**Figure 1**  
**Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2022**

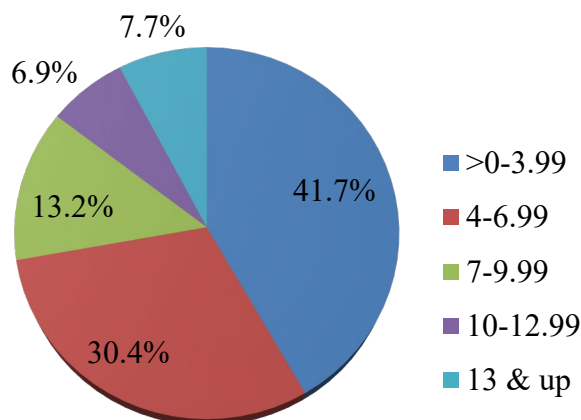


**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data**

#### CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

**Figure 2** displays dual credit enrollment by number of enrolled credit hours in fiscal year 2022. Of the 75,507 high school students that enrolled in dual credit coursework in fiscal year 2022, four out of ten students (41.7 percent) enrolled in college-level coursework of fewer than four credit hours, three out of ten students (30.4 percent) enrolled in between four and fewer than seven credit hours, one out of five students (20.1 percent) enrolled in between seven and fewer than thirteen credit hours, and one out of thirteen students (7.7 percent) enrolled in 13 or more credit hours of college-level coursework in fiscal year 2022 (Appendix Table A-5).

**Figure 2**  
**Dual Credit Headcount Enrollment by Number of Enrolled Hours**  
**Fiscal Year 2022**

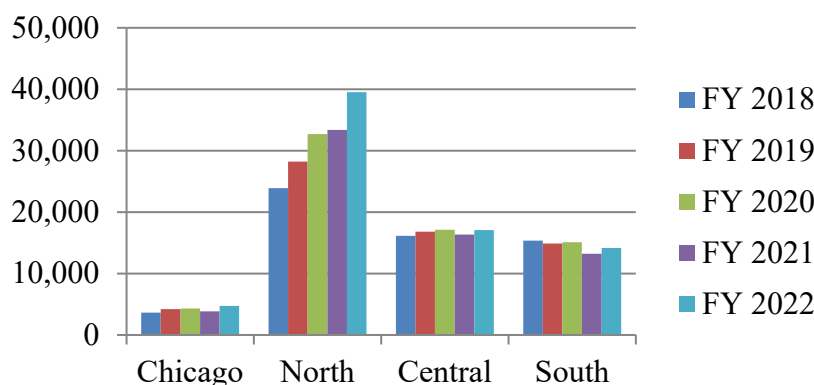


**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data**

## GEOGRAPHIC REGION

**Figure 3** compares dual credit enrollment by geographic region. Illinois community colleges in the North region (N = 39,541) had the most dual credit students in fiscal year 2022 followed by the geographic regions of Central (N = 17,082), South (N = 14,167), and Chicago (N = 4,717). From fiscal year 2018 to 2022, the largest increase in dual credit occurred in North (+65.5 percent) followed by Chicago (+29.1 percent), and Central (+5.9 percent), while South experienced a decrease in dual credit enrollment (-7.8 percent). The list of colleges in each geographic region is provided in Appendix C.

**Figure 3**  
**Dual Credit Enrollment by Geographic Region in Fiscal Years 2018-2022**



**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

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## DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

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In the following portion of the report, dual credit course count and enrollment data are organized by broad programmatic area based on the Program Classification Structure (PCS).

## OVERALL COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 13,543 dual credit courses (duplicated) in fiscal year 2022, which was an increase of 1.7 percent from the previous year (N = 13,314). Dual credit courses accounted for 10.4 percent of all credit courses (N = 130,404) and 12.0 percent of all Transfer or Career and Technical Education courses in fiscal year 2022 (N = 112,438). Appendix Table B-1 provides dual credit course count in fiscal years 2018 through 2022 for each community college. Southwestern Illinois College reported the most dual credit courses (N = 1,090), followed by Rock Valley College (N = 749) and Elgin Community College (N = 659). Compared with the previous year, 29 colleges reported an increase in the number of dual credit courses, while nineteen reported decreases.

Duplicated dual credit course enrollments totaled 146,391 in fiscal year 2022, which was an increase of 11.8 percent compared to 2021 (N = 130,943). Among Illinois' community colleges, 31 colleges reported increases in dual credit enrollments, while 15 colleges exhibited decreases in comparison to fiscal year 2021. Two colleges experienced little or no change (less than one percent). Dual credit course enrollment accounted for 10.6 percent of all credit course enrollments (N = 1,384,578) and 11.7 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,250,520) in fiscal year 2022. McHenry County College reported the most dual credit enrollments (N = 9,069) in fiscal year 2022, followed by Southwestern Illinois College (N = 8,865) and Joliet Junior College (N = 8,185) (Appendix Table B-2).

*More than one hundred forty-six thousand enrollments occurred across dual credit courses in fiscal year 2022.*

As seen in **Table 3**, the average dual credit class size was 10.8 students per class in fiscal year 2022, a 9.9 percent increase from 2021 (N = 9.8). The average dual credit class size ranged from 4.7 students at Rock Valley College to 21.8 students at McHenry County College in fiscal year 2022 (Appendix Table B-3).

**Table 3**  
**Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size**  
**Fiscal Years 2018-2022**

	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Number of Courses	11,270	11,905	12,569	13,314	13,543
Number of Enrollments	117,672	124,614	133,394	130,943	146,391
Average Class Size	10.4	10.5	10.6	9.8	10.8

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

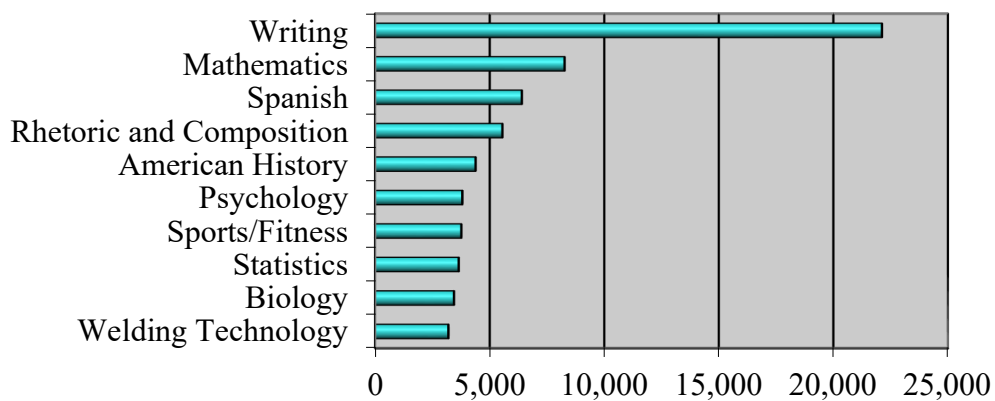
The Classification of Instructional Programs (CIP) was updated for 2020. The five highest dual credit course enrollments by program area (2-digit CIP) in fiscal year 2022 were in English Language and Literature/Letters (N = 29,329); Mathematics and Statistics (N = 14,208); Business, Management, Marketing, and Related Support Services (N = 13,882); Health Professions and Related Programs (N = 9,891); and Foreign Languages, Literatures, and Linguistics (N = 7,776) (Appendix Table B-14).

Appendix Table B-15 provides statewide dual credit course enrollment by Career Cluster. Guidance from the Department of Education resulted in the reclassification of some CIPs to the “Other / Transfer” category” in fiscal year 2020. Excluding the Other and non-CTE related CIPs, the top five Career Clusters in fiscal year 2022 were Science, Technology, Engineering and Mathematics (N = 25,721); Business Management and Administration (N = 13,906); Manufacturing (N = 9,886); Human Services (N = 8,817); and Health Science (N = 6,719). The Career Cluster brand is a registered trademark of [Advance CTE](#).

Course enrollments in the ten largest programs accounted for 44.1 percent (N = 64,583) of all dual credit course enrollments in fiscal year 2022. As depicted in **Figure 4**, the ten highest dual credit enrollments overall by 6-digit Classification of Instructional Programs (CIP) code in academic year 2022 were in Writing, General, which was formerly reported under English Composition (N = 22,122); Mathematics, General (N = 8,267); Spanish Language and Literature (N = 6,403);

Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 5,553); American History (United States) (N = 4,384); Psychology, General (N = 3,806); Sports, Kinesiology, and Physical Education/Fitness, General (N = 3,761); Statistics, General (N = 3,648); Biology/Biological Sciences, General (N = 3,441); and Welding Technology/Welder (N = 3,198). Nine out of the ten largest programs experienced increases from 2021 (Appendix Table B-4).

**Figure 4**  
**Top Ten Dual Credit Course Enrollments in Fiscal Year 2022**

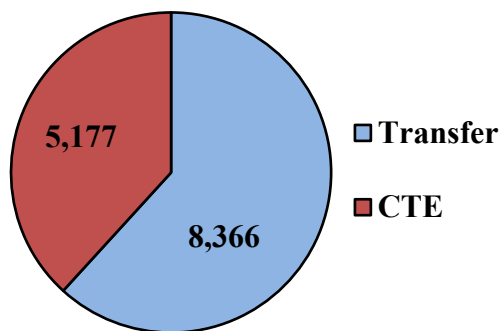


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

#### TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION

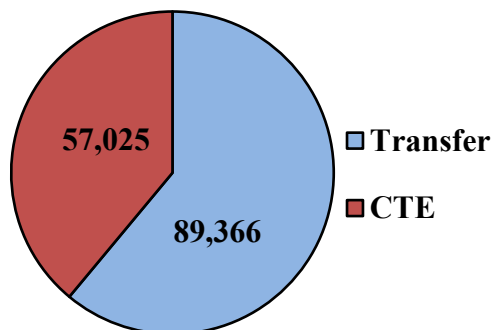
**Figure 5** and **Figure 6** depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2022.

**Figure 5**  
**Dual Credit Course Count in Fiscal Year 2022**



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

**Figure 6**  
**Dual Credit Course Enrollment in Fiscal Year 2022**



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

As **Table 4** shows, Illinois community colleges offered 8,366 Transfer dual credit courses in fiscal year 2022 (Appendix Table B-5), which was 61.8 percent of all dual credit courses offered. This is a 1.3 percent decrease compared to the previous year (N = 8,474). The average dual credit class size in Transfer education was 10.7 students in fiscal year 2022 (Appendix Table B-7).

**Table 4**  
**Transfer and CTE Dual Credit Course Count in Fiscal Years 2018-2022**

	2018	2019	2020	2021	2022
Transfer	6,920	7,433	7,758	8,474	8,366
CTE	4,350	4,472	4,811	4,840	5,177
Total	11,270	11,905	12,569	13,314	13,543

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

As seen in **Table 5**, Transfer dual credit course enrollments (Appendix Table B-6) accounted for 61.0 percent of all dual credit course enrollments in fiscal year 2022. Enrollments in this area increased to 89,366 in fiscal year 2022, an increase of 6.7 percent from 2021 (N = 83,720). Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 22,068); Mathematics, General (N = 8,267); Spanish Language and Literature (N = 6,403); Rhetoric and Composition (N = 5,513); and American History (United States) (N = 4,384). Enrollments in these five courses accounted for 31.9 percent of all dual credit enrollments in fiscal year 2022.

**Table 5**  
**Dual Credit Course Enrollment (Duplicated) in Transfer and CTE Courses**  
**Fiscal Years 2018-2022**

	2018	2019	2020	2021	2022
Transfer	73,050	75,967	79,231	83,720	89,366
CTE	44,622	48,647	54,163	47,223	57,025
Total	117,672	124,614	133,394	130,943	146,391

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

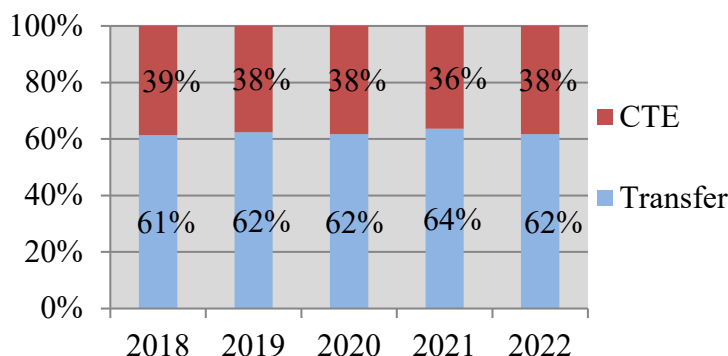
## Dual Credit in the Illinois Community College System in Fiscal Year 2022

The Career and Technical Education dual credit course count was 5,177 in fiscal year 2022, which was 38.2 percent of all dual credit courses offered. This is an increase of 7.0 percent from fiscal year 2021 (N = 4,840) (Appendix Table B-9). The average dual credit class size in this area was 11.0 students in fiscal year 2022 (Appendix Table B-11).

Dual credit course enrollments in Career and Technical Education increased to 57,025 in fiscal year 2022, which is a 20.8 percent increase over fiscal year 2021 (N = 47,223). Appendix Table B-12 shows that the highest enrollments in this area were in Welding Technology/Welder (N = 3,198); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 3,151); Medical Office Assistant/Specialist (N = 2,777); Entrepreneurship/Entrepreneurial Studies (N = 2,660); and Business/Office Automation/Technology/Data Entry (N = 2,444). Enrollments in these five courses accounted for 9.7 percent of all dual credit enrollments in fiscal year 2022.

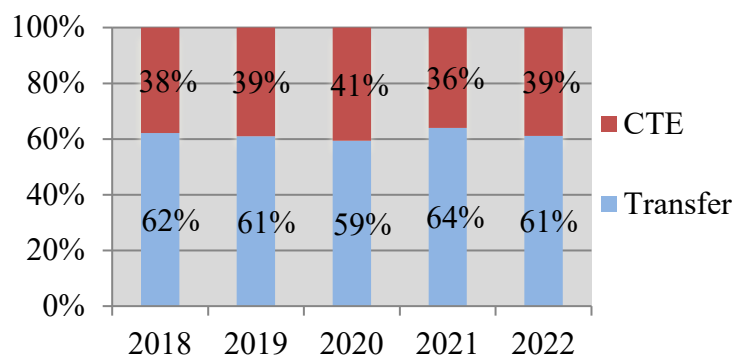
**Figure 7** and **Figure 8** depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2018 through 2022. The proportion of Transfer to CTE remained steady across the five years.

**Figure 7**  
**Dual Credit Course Count in Fiscal Years 2018-2022**



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

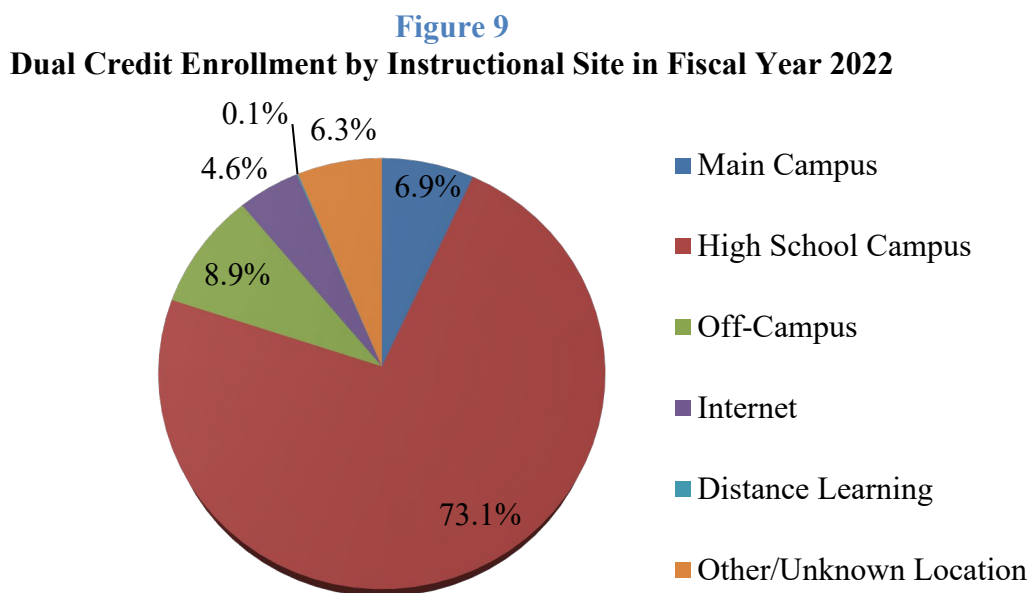
**Figure 8**  
**Dual Credit Course Enrollment in Fiscal Years 2018-2022**



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

## INSTRUCTIONAL SITE

**Figure 9** displays dual credit enrollment by instructional site. In fiscal year 2022, nearly three out of four high school dual credit students (73.1 percent) enrolled in dual credit courses at the high school campus. Nearly one in six high school dual credit students attended a main college campus (6.9 percent) or an off-campus college facility (8.9 percent). The remaining 11.1 percent of dual credit students either chose online/distance education classes (4.7 percent), or some other/unknown location (6.3 percent) to enroll in dual credit courses (Appendix Table B-16).



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

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## DUAL CREDIT STUDENT OUTCOMES

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## GRADUATION RATE

**Graduation rate** is a success outcome measure for postsecondary students that begin their studies pursuing a traditional full-time enrollment pattern. The primary postsecondary graduation rate collected through the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) provides the percentage of first-time, full-time students who graduate within 150 percent of catalog time (i.e., 3 years for an associate degree or two years for a 30-credit short-term certificate).

**Table 6** provides graduation rate by dual credit enrollment status. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a substantially higher graduation rate than those students that did not enroll in dual credit coursework. For each of the last five tracking cohorts (Fall 2015-Fall 2019) the graduation rate for the dual credit subgroup was about 20 percent higher compared to students

that did not enroll in dual credit coursework. For the most recent cohort (Fall 2019), the dual credit subgroup had a graduation rate of 48.69 percent compared to 30.08 percent for non-dual credit students.

**Table 6**  
**Graduation Rate for Dual Credit Students**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating within 150% of Catalog Program Time**  
**Fall 2015-19 Cohorts**

Dual Credit Prior to Enrollment in Community College	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%
No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%
Total	8,519 / 27,821 30.62%	8,604 / 27,593 31.18%	9,043 / 27,733 32.61%	9,008 / 27,343 32.94%	9,514 / 27,969 34.02%

**Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)**

**Table 7** contains graduation rate disaggregated by dual credit enrollment status and race/ethnicity. Across all race/ethnicities in the last five tracking cohorts (Fall 2015- Fall 2019), the graduation rate was higher for the dual credit student subgroup compared to the non-dual credit subgroup. In the most recent tracking cohort (Fall 2019), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the graduation rate was higher in all race/ethnicity categories compared to students that did not enroll in dual credit ranging from 5.52 percentage points for Other students to 28.48 percentage points for Asian students. For African American students, the graduation rate was 8.31 percentage points higher for dual credit students, for Hispanic/Latino students it was 16.75 percentage points higher, and for White students it was 15.26 percentage points higher.



**Table 7**  
**Graduation Rate for Dual Credit Students by Race/Ethnicity**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating within 150% of Catalog Program Time**  
**Fall 2015-19 Cohorts**

<i>Race/ Ethnicity</i>	<b>DC Prior to Enrollment in CC</b>	<b>Fall 15 Cohort through Summer 18</b>	<b>Fall 16 Cohort through Summer 19</b>	<b>Fall 17 Cohort through Summer 20</b>	<b>Fall 18 Cohort through Summer 21</b>	<b>Fall 19 Cohort through Summer 22</b>
<i>African American</i>	Yes	48 / 238 20.17%	72 / 276 26.09%	77 / 323 23.84%	100 / 372 26.88%	71 / 295 24.07%
	No	447 / 3,258 13.72%	420 / 3,180 13.21%	443 / 3,106 14.26%	401 / 2,873 13.96%	447 / 2,836 15.76%
<i>Hispanic/ Latino</i>	Yes	232 / 632 36.71%	327 / 828 39.49%	366 / 967 37.85%	312 / 848 36.79%	439 / 1,045 42.01%
	No	1,286 / 5,548 23.18%	1,337 / 5,692 23.49%	1,530 / 5,951 25.71%	1,553 / 6,069 25.59%	1,592 / 6,303 25.26%
<i>Asian</i>	Yes	30 / 97 30.93%	56 / 146 38.36%	55 / 150 36.67%	61 / 153 39.87%	96 / 157 61.15%
	No	246 / 943 26.09%	252 / 926 27.21%	268 / 855 31.35%	331 / 980 33.78%	325 / 995 32.66%
<i>Two or More Races</i>	Yes	52 / 140 37.14%	43 / 153 28.1%	61 / 169 36.09%	78 / 202 38.61%	72 / 193 37.31%
	No	127 / 707 17.96%	160 / 713 22.44%	150 / 717 20.92%	174 / 759 22.92%	190 / 748 25.40%
<i>White</i>	Yes	1,933 / 3,850 50.21%	2,066 / 4,049 51.02%	2,289 / 4,305 53.17%	2,215 / 4,148 53.40%	2,125 / 4,081 52.07%
	No	3,801 / 11,333 33.54%	3,613 / 10,754 33.6%	3,549 / 10,300 34.46%	3,487 / 10,031 34.76%	3,803 / 10,330 36.82%
<i>Other*</i>	Yes	12 / 27 44.44%	5 / 14 35.71%	8 / 20 40.00%	8 / 22 36.36%	12 / 27 44.44%
	No	62 / 257 24.12%	65 / 264 24.62%	73 / 284 25.70%	91 / 285 31.93%	123 / 316 38.92%
<i>Unknown</i>	Yes	49 / 109 44.95%	43 / 120 35.83%	36 / 88 40.91%	40 / 86 46.51%	64 / 115 55.65%
	No	194 / 682 28.45%	145 / 478 30.33%	138 / 498 27.71%	157 / 515 30.49%	155 / 528 29.36%
<i>Total</i>	Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%
	No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%

\*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident  
Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

In **Table 8**, graduation rate is provided for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. Across the last five tracking cohorts (Fall 2015-Fall 2019), Pell recipient students that enrolled in a dual credit course while in high school had a substantially higher graduation rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2019), the graduation rate for the Pell recipient dual credit subgroup was higher by 16.18 percentage points than the graduation rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the graduation rate was 19.17 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

**Table 8**  
**Graduation Rate for Dual Credit Students by Pell Recipient**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating within 150% of Catalog Program Time**  
**Fall 2015-19 Cohorts**

<i>Pell Recipient Status</i>	DC Prior to Enrollment in CC	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
<i>Pell Recipient</i>	Yes	761 / 1,955 38.93%	894 / 2,167 41.26%	1,027 / 2,429 42.28%	968 / 2,289 42.29%	1,010 / 2,401 42.07%
	No	2,555 / 11,059 23.10%	2,490 / 10,499 23.72%	2,595 / 10,578 24.53%	2,478 / 9,842 25.18%	2,772 / 10,709 25.88%
<i>Non-Pell Recipient</i>	Yes	1,595 / 3,138 50.83%	1,718 / 3,419 50.25%	1,865 / 3,593 51.91%	1,846 / 3,542 52.12%	1,869 / 3,512 53.22%
	No	3,608 / 11,669 30.92%	3,502 / 11,508 30.43%	3,556 / 11,133 31.94%	3,716 / 11,670 31.84%	3,863 / 11,347 34.04%
<i>Total</i>	Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%
	No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

## ADVANCEMENT RATE

Community colleges urge students to complete their associate degrees prior to transferring to a four-year institution. Still, a substantial number of community college students generate a considerable amount of credit hours but then transfer to a four-year institution prior to receiving the associate degree. The federal IPEDS formula for calculating graduation rate does not include transfer-outs prior to credential attainment or those still persisting at the community college, and thus negatively impacts graduation rate outcomes. To provide a more comprehensive view of student success at community colleges, ICCB calculates the **advancement rate** to include students who either graduated, transferred to other higher education institutions, or were still enrolled at the end of the 150% of catalog time observation period.

**Table 9** represents student advancement rate which utilizes the same tracking cohorts as graduation rate. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a considerably higher advancement rate than those students that did not enroll in dual credit coursework. In the last five tracking cohorts (Fall 2015-Fall 2019) the advancement rate was 13-15 percentage points higher for the dual credit subgroup compared to students that did not enroll in dual credit coursework while in high school. For the most recent cohort (Fall 2019), the dual credit subgroup had an advancement rate of 71.74 percent compared to 58.88 percent for non-dual credit students.

**Table 9**  
**Advancement Rate for Dual Credit Students**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time**  
**Fall 2015-19 Cohorts**

Dual Credit Prior to Enrollment in Community College	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%
No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%
Total	17,503 / 27,821 62.91%	17,443 / 27,593 63.22%	17,243 / 27,733 62.18%	16,936 / 27,343 61.94%	17,228 / 27,969 61.60%

**Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)**

**Table 10** provides identical information as Table 9 but is disaggregated by race/ethnicity. In the last five tracking cohorts (Fall 2015-Fall 2019) the advancement rate was consistently higher for the dual credit subgroup across all race/ethnicities except the Other race/ethnicity (Fall 2018 cohort). In the most recent tracking cohort (Fall 2019), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the advancement rate ranged from 8.53 percentage points for White students to 18.11 percentage points for students of Unknown race/ethnicity. For African American students, the advancement rate was 8.84 percentage points higher for dual credit students, for Hispanic/Latino students it was 13.42 percentage points higher, and for Asian students it was 12.89 percentage points higher.

**Table 10**

**Advancement Rate for Dual Credit Students by Race/Ethnicity  
Illinois Community College First-Time, Full-Time Entering Cohort  
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time  
Fall 2015-19 Cohorts**

<i>Race/ Ethnicity</i>	<b>DC Prior to Enrollment in CC</b>	<b>Fall 15 Cohort through Summer 18</b>	<b>Fall 16 Cohort through Summer 19</b>	<b>Fall 17 Cohort through Summer 20</b>	<b>Fall 18 Cohort through Summer 21</b>	<b>Fall 19 Cohort through Summer 22</b>
<i><b>African American</b></i>	Yes	140 / 238 58.82%	162 / 276 58.70%	177 / 323 54.80%	208 / 372 55.91%	156 / 295 52.88%
	No	1,494 / 3,258 45.86%	1,454 / 3,180 45.72%	1,362 / 3,106 43.85%	1,267 / 2,873 44.10%	1,249 / 2,836 44.04%
<i><b>Hispanic/ Latino</b></i>	Yes	399 / 632 63.13%	554 / 828 66.91%	624 / 967 64.53%	538 / 848 63.44%	694 / 1,045 66.41%
	No	3,156 / 5,548 56.89%	3,200 / 5,692 56.22%	3,244 / 5,951 54.51%	3,297 / 6,069 54.33%	3,340 / 6,303 52.99%
<i><b>Asian</b></i>	Yes	74 / 97 76.29%	120 / 146 82.19%	125 / 150 83.33%	117 / 153 76.47%	134 / 157 85.35%
	No	708 / 943 75.08%	688 / 926 74.30%	646 / 855 75.56%	738 / 980 75.31%	721 / 995 72.46%
<i><b>Two or More Races</b></i>	Yes	95 / 140 67.86%	98 / 153 64.05%	107 / 169 63.31%	134 / 202 66.34%	128 / 193 66.32%
	No	407 / 707 57.57%	411 / 713 57.64%	379 / 717 52.86%	433 / 759 57.05%	405 / 748 54.14%
<i><b>White</b></i>	Yes	2,952 / 3,850 76.68%	3,138 / 4,049 77.50%	3,335 / 4,305 77.47%	3,194 / 4,148 77.00%	3,021 / 4,081 74.03%
	No	7,433 / 11,333 65.59%	7,093 / 10,754 65.96%	6,727 / 10,300 65.31%	6,467 / 10,031 64.47%	6,766 / 10,330 65.50%
<i><b>Other*</b></i>	Yes	18 / 27 66.67%	12 / 14 85.71%	17 / 20 85.00%	12 / 22 54.55%	20 / 27 74.07%
	No	132 / 257 51.36%	135 / 264 51.14%	143 / 284 50.35%	174 / 285 61.05%	192 / 316 60.76%
<i><b>Unknown</b></i>	Yes	78 / 109 71.56%	84 / 120 70.00%	66 / 88 75.00%	55 / 86 63.95%	89 / 115 77.39%
	No	417 / 682 61.14%	294 / 478 61.51%	291 / 498 58.43%	302 / 515 58.64%	313 / 528 59.28%
<i><b>Total</b></i>	Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%
	No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%

\*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

**Table 11** represents advancement rate for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. The Pell recipient subgroup, across the last five years, that enrolled in a dual credit course while in high school had a substantially higher advancement rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2019), the advancement rate for the Pell recipient dual credit subgroup was higher by 12.44 percentage points than the advancement rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the advancement rate was 11.62 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

**Table 11**  
**Advancement Rate for Dual Credit Students by Pell Recipient**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time**  
**Fall 2015-19 Cohorts**

<i>Pell Recipient Status</i>	DC Prior to Enrollment in CC	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
<i>Pell Recipient</i>	Yes	1,301 / 1,955 66.55%	1,483 / 2,167 68.44%	1,652 / 2,429 68.01%	1,535 / 2,289 67.06%	1,571 / 2,401 65.43%
	No	6,023 / 11,059 54.46%	5,764 / 10,499 54.90%	5,706 / 10,578 53.94%	5,328 / 9,842 54.14%	5,675 / 10,709 52.99%
<i>Non-Pell Recipient</i>	Yes	2,455 / 3,138 78.23%	2,685 / 3,419 78.53%	2,799 / 3,593 77.90%	2,723 / 3,542 76.88%	2,671 / 3,512 76.05%
	No	7,724 / 11,669 66.19%	7,511 / 11,508 65.27%	7,086 / 11,133 63.65%	7,350 / 11,670 62.98%	7,311 / 11,347 64.43%
<i>Total</i>	Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%
	No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%

**Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)**

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**APPENDIX A**

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*Unduplicated Enrollment Counts*

- A-1 Dual Credit Headcount Enrollment by College, FY 2018-2022
- A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2022
- A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2022
- A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2022
- A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2022

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**APPENDIX B**

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*Duplicated Course and Enrollment Counts*

- B-1 Dual Credit Course Count by College, FY 2018-2022
- B-2 Dual Credit Course Enrollment by College, FY 2018-2022
- B-3 Average Dual Credit Class Size by College, FY 2018-2022
- B-4 Top Ten Dual Credit Course Enrollments by CIP, FY 2018-2022
- B-5 Dual Credit Course Count by College in Transfer Education, FY 2018-2022
- B-6 Dual Credit Course Enrollment by College in Transfer Education, FY 2018-2022
- B-7 Average Dual Credit Class Size by College in Transfer Education, FY 2018-2022
- B-8 Top Five Dual Credit Course Enrollments by College in Transfer Education, FY 2022
- B-9 Dual Credit Course Count by College in Career and Technical Education, FY 2018-2022
- B-10 Dual Credit Course Enrollment by College in Career and Technical Education, FY 2018-2022
- B-11 Average Dual Credit Class Size by College in Career and Technical Education, FY 2018-2022
- B-12 Top Five Dual Credit Course Enrollments by College in Career and Technical Education, FY 2022
- B-13 Dual Credit Course Enrollment by 6-digit CIP, FY 2018-2022
- B-14 Dual Credit Course Enrollment by 2-digit CIP, FY 2018-2022
- B-15 Dual Credit Course Enrollment by Career Cluster, FY 2018-2022
- B-16 Dual Credit Course Enrollment by Instructional Site and by College, FY 2022

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APPENDIX C

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*Illinois Community Colleges by Geographic Regions*

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

**North:** College of DuPage, College of Lake County, Elgin Community College, Harper College, Highland Community College, Kishwaukee College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Prairie State College, Rock Valley College, Sauk Valley Community College, South Suburban College, Triton College, Waubensee Community College

**Central:** Black Hawk College, Carl Sandburg College, Danville Area Community College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Joliet Junior College, Kankakee Community College, Lincoln Land Community College, Parkland College, Richland Community College, Spoon River College

**South:** Frontier Community College, John A. Logan College, Kaskaskia College, Lake Land College, Lewis and Clark Community College, Lincoln Trail College, Olney Central College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southwestern Illinois College, Wabash Valley College





Illinois Community College Board  
Table A-1  
DUAL CREDIT HEADCOUNT ENROLLMENT BY COLLEGE  
FISCAL YEARS 2018-2022

Dist. No. District/College	FY 2018 Headcount	FY 2019 Headcount	FY 2020 Headcount	FY 2021 Headcount	FY 2022 Headcount	% Change 2018-2022	% Change 2021-2022
503 Black Hawk	1,172	1,277	1,212	1,251	1,197	2.1%	-4.3%
518 Carl Sandburg	583	568	580	625	618	6.0%	-1.1%
508 City Colleges of Chicago	(3,655)	(4,188)	(4,337)	(3,828)	(4,717)	(29.1%)	(23.2%)
02 Harold Washington	685	615	727	715	933	36.2%	30.5%
04 Harry S Truman	262	263	299	399	394	50.4%	-1.3%
01 Kennedy-King	290	438	276	258	371	27.9%	43.8%
03 Malcolm X	387	506	369	293	453	17.1%	54.6%
05 Olive-Harvey	376	388	414	337	441	17.3%	30.9%
06 Richard J. Daley	702	951	1,014	775	976	39.0%	25.9%
07 Wilbur Wright	953	1,027	1,238	1,051	1,149	20.6%	9.3%
502 College of DuPage	5,084	5,771	5,694	5,154	5,847	15.0%	13.4%
532 College of Lake County	1,324	1,343	1,841	1,551	2,228	68.3%	43.6%
507 Danville Area	913	973	1,018	719	729	-20.2%	1.4%
509 Elgin	285	349	380	845	1,031	261.8%	22.0%
512 Harper	3,266	3,915	4,605	5,120	4,982	52.5%	-2.7%
540 Heartland	1,131	1,433	1,595	1,792	1,941	71.6%	8.3%
519 Highland	891	784	934	814	1,072	20.3%	31.7%
514 Illinois Central	2,012	2,269	2,312	2,141	2,252	11.9%	5.2%
529 Illinois Eastern	(1,352)	(1,251)	(1,224)	(1,249)	(1,201)	(-11.2%)	(-3.8%)
04 Frontier	654	590	569	618	367	-43.9%	-40.6%
01 Lincoln Trail	214	198	223	223	207	-3.3%	-7.2%
02 Olney Central	209	215	229	226	363	73.7%	60.6%
03 Wabash Valley	275	248	203	182	264	-4.0%	45.1%
513 Illinois Valley	948	852	825	719	786	-17.1%	9.3%
530 John A. Logan	1,046	1,020	1,011	1,079	1,136	8.6%	5.3%
539 John Wood	277	283	233	261	250	-9.7%	-4.2%
525 Joliet Junior	4,169	4,560	4,773	4,500	4,965	19.1%	10.3%
520 Kankakee	701	624	659	671	656	-6.4%	-2.2%
501 Kaskaskia	2,322	2,149	2,145	1,949	2,415	4.0%	23.9%
523 Kishwaukee	600	593	650	693	622	3.7%	-10.2%
517 Lake Land	1,537	1,547	1,536	1,438	1,498	-2.5%	4.2%
536 Lewis and Clark	3,938	3,813	3,752	2,578	1,896	-51.9%	-26.5%
526 Lincoln Land	1,933	1,573	1,531	1,538	1,555	-19.6%	1.1%
528 McHenry County	1,730	2,090	2,414	3,459	4,678	170.4%	35.2%
524 Moraine Valley	2,447	3,386	3,613	3,393	3,898	59.3%	14.9%
527 Morton	310	898	914	548	920	196.8%	67.9%
535 Oakton	1,212	1,828	2,635	2,493	2,860	136.0%	14.7%
505 Parkland	1,177	1,163	1,019	868	862	-26.8%	-0.7%
515 Prairie State	767	678	717	449	656	-14.5%	46.1%
521 Rend Lake	922	1,003	933	792	840	-8.9%	6.1%
537 Richland	815	933	1,021	897	935	14.7%	4.2%
511 Rock Valley	643	584	691	844	1,237	92.4%	46.6%
506 Sauk Valley	700	686	713	633	641	-8.4%	1.3%
531 Shawnee	450	420	425	394	330	-26.7%	-16.2%
510 South Suburban	1,537	1,806	2,463	2,305	3,373	119.5%	46.3%
533 Southeastern Illinois	858	801	858	801	777	-9.4%	-3.0%
522 Southwestern Illinois	2,942	2,878	3,236	2,961	4,074	38.5%	37.6%
534 Spoon River	293	326	344	340	336	14.7%	-1.2%
504 Triton	826	1,244	1,939	2,314	2,365	186.3%	2.2%
516 Waubensee	<u>2,271</u>	<u>2,247</u>	<u>2,517</u>	<u>2,782</u>	<u>3,131</u>	<u>37.9%</u>	<u>12.5%</u>
TOTALS/AVERAGES	59,039	64,106	69,299	66,788	75,507	27.9%	13.1%

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



Illinois Community College Board  
Table A-2  
DUAL CREDIT HEADCOUNT ENROLLMENT VS.  
OVERALL CREDIT ENROLLMENT BY COLLEGE  
FISCAL YEAR 2022

Dist.	<u>No. District/College</u>	<u>Dual Credit</u>	<u>Total Credit</u>	<u>% Dual Credit</u>
503	Black Hawk	1,197	5,789	20.7%
518	Carl Sandburg	618	2,275	27.2%
508	City Colleges of Chicago	(4,717)	(50,711)	(9.3%)
02	Harold Washington	933	8,248	11.3%
04	Harry S Truman	394	7,908	5.0%
01	Kennedy-King	371	2,904	12.8%
03	Malcolm X	453	9,601	4.7%
05	Olive-Harvey	441	3,075	14.3%
06	Richard J. Daley	976	7,526	13.0%
07	Wilbur Wright	1,149	11,449	10.0%
502	College of DuPage	5,847	35,659	16.4%
532	College of Lake County	2,228	20,056	11.1%
507	Danville Area	729	3,196	22.8%
509	Elgin	1,031	12,559	8.2%
512	Harper	4,982	21,370	23.3%
540	Heartland	1,941	7,402	26.2%
519	Highland	1,072	2,754	38.9%
514	Illinois Central	2,252	10,381	21.7%
529	Illinois Eastern	(1,201)	(17,242)	(7.0%)
04	Frontier	367	13,476	2.7%
01	Lincoln Trail	207	793	26.1%
02	Olney Central	363	1,442	25.2%
03	Wabash Valley	264	1,531	17.2%
513	Illinois Valley	786	3,757	20.9%
530	John A. Logan	1,136	6,406	17.7%
539	John Wood	250	2,489	10.0%
525	Joliet Junior	4,965	20,068	24.7%
520	Kankakee	656	3,654	18.0%
501	Kaskaskia	2,415	5,512	43.8%
523	Kishwaukee	622	3,500	17.8%
517	Lake Land	1,498	8,533	17.6%
536	Lewis and Clark	1,896	5,436	34.9%
526	Lincoln Land	1,555	8,495	18.3%
528	McHenry County	4,678	12,879	36.3%
524	Moraine Valley	3,898	17,409	22.4%
527	Morton	920	5,414	17.0%
535	Oakton	2,860	13,820	20.7%
505	Parkland	862	8,533	10.1%
515	Prairie State	656	5,482	12.0%
521	Rend Lake	840	3,279	25.6%
537	Richland	935	3,488	26.8%
511	Rock Valley	1,237	9,175	13.5%
506	Sauk Valley	641	2,371	27.0%
531	Shawnee	330	2,741	12.0%
510	South Suburban	3,373	7,638	44.2%
533	Southeastern Illinois	777	2,464	31.5%
522	Southwestern Illinois	4,074	14,474	28.1%
534	Spoon River	336	1,654	20.3%
504	Triton	2,365	15,218	15.5%
516	Waubonsee	<u>3,131</u>	<u>13,675</u>	<u>22.9%</u>
TOTALS		75,507	396,958	19.0%

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



Illinois Community College Board

Table A-3

DUAL CREDIT HEADCOUNT ENROLLMENT BY GENDER AND BY COLLEGE  
FISCAL YEAR 2022

Dist.			
<u>No.</u>	<u>District/College</u>	<u>Male</u>	<u>Female</u>
			<u>Total</u>
503	Black Hawk	473	724
518	Carl Sandburg	227	391
508	City Colleges of Chicago	(2,019)	(2,698)
02	Harold Washington	374	559
04	Harry S Truman	172	222
01	Kennedy-King	183	188
03	Malcolm X	189	264
05	Olive-Harvey	172	269
06	Richard J. Daley	397	579
07	Wilbur Wright	532	617
502	College of DuPage	2,844	3,003
532	College of Lake County	1,098	1,130
507	Danville Area	331	398
509	Elgin	405	626
512	Harper	2,301	2,681
540	Heartland	876	1,065
519	Highland	503	569
514	Illinois Central	965	1,287
529	Illinois Eastern	(553)	(648)
04	Frontier	180	187
01	Lincoln Trail	94	113
02	Olney Central	162	201
03	Wabash Valley	117	147
513	Illinois Valley	298	488
530	John A. Logan	465	671
539	John Wood	109	141
525	Joliet Junior	2,254	2,711
520	Kankakee	326	330
501	Kaskaskia	1,136	1,279
523	Kishwaukee	312	310
517	Lake Land	701	797
536	Lewis and Clark	885	1,011
526	Lincoln Land	739	816
528	McHenry County	2,287	2,391
524	Moraine Valley	2,433	1,465
527	Morton	497	423
535	Oakton	1,601	1,259
505	Parkland	378	484
515	Prairie State	402	254
521	Rend Lake	403	437
537	Richland	420	515
511	Rock Valley	469	768
506	Sauk Valley	272	369
531	Shawnee	124	206
510	South Suburban	1,571	1,802
533	Southeastern Illinois	365	412
522	Southwestern Illinois	1,973	2,101
534	Spoon River	142	194
504	Triton	1,351	1,014
516	Waubonsee	<u>1,494</u>	<u>1,637</u>
			<u>3,131</u>
	TOTALS	36,002	39,505
			75,507

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



Illinois Community College Board  
Table A-4  
DUAL CREDIT HEADCOUNT ENROLLMENT BY ETHNIC ORIGIN AND BY COLLEGE  
FISCAL YEAR 2022

Dist. No. District/College	Asian	Native American	African American Non-Latino	Latino	White Non-Latino	Non- Resident	Pacific Islander	Two or More Races	All Other or No Indication	Total
503 Black Hawk	25	1	35	146	891	0	0	34	65	1,197
518 Carl Sandburg	3	1	5	37	524	0	1	22	25	618
508 City Colleges of Chicago	(212)	(8)	(1,742)	(2,020)	(396)	(18)	(1)	(130)	(190)	(4,717)
02 Harold Washington	16	1	696	105	18	1	0	38	58	933
04 Harry S Truman	62	1	73	189	46	3	0	15	5	394
01 Kennedy-King	0	0	213	120	6	1	0	8	23	371
03 Malcolm X	4	3	248	156	12	1	0	13	16	453
05 Olive-Harvey	1	1	310	91	6	1	0	15	16	441
06 Richard J. Daley	20	1	127	716	64	5	0	11	32	976
07 Wilbur Wright	109	1	75	643	244	6	1	30	40	1,149
502 College of DuPage	829	44	354	750	3,079	0	0	60	731	5,847
532 College of Lake County	122	5	126	718	1,068	7	2	87	93	2,228
507 Danville Area	6	2	67	41	581	0	1	0	31	729
509 Elgin	98	5	21	332	499	1	1	54	20	1,031
512 Harper	953	16	151	1,229	2,109	0	13	214	297	4,982
540 Heartland	81	0	68	140	1,512	3	1	98	38	1,941
519 Highland	9	4	39	91	884	0	4	20	21	1,072
514 Illinois Central	40	2	65	69	1,945	21	2	108	0	2,252
529 Illinois Eastern	(18)	(2)	(9)	(23)	(1,122)	(0)	(3)	(13)	(11)	(1,201)
04 Frontier	3	1	4	7	344	0	1	6	1	367
01 Lincoln Trail	2	1	1	4	198	0	1	0	0	207
02 Olney Central	8	0	1	10	331	0	1	2	10	363
03 Wabash Valley	5	0	3	2	249	0	0	5	0	264
513 Illinois Valley	12	1	8	105	612	0	0	9	39	786
530 John A. Logan	18	7	49	39	688	1	2	10	322	1,136
539 John Wood	2	1	1	1	240	0	4	1	0	250
525 Joliet Junior	164	29	344	1,141	3,009	4	1	163	110	4,965
520 Kankakee	5	3	74	127	408	0	0	30	9	656
501 Kaskaskia	20	4	37	37	2,136	0	1	98	82	2,415
523 Kishwaukee	13	6	24	114	420	0	1	33	11	622
517 Lake Land	18	5	10	40	1,333	0	2	39	51	1,498
536 Lewis and Clark	26	7	106	37	1,556	0	0	19	145	1,896
526 Lincoln Land	23	14	56	95	1,103	0	0	122	142	1,555
528 McHenry County	143	19	63	1,008	3,278	9	3	140	15	4,678
524 Moraine Valley	175	12	460	1,050	1,856	0	0	101	244	3,898
527 Morton	7	5	18	724	42	0	0	2	122	920
535 Oakton	611	15	68	372	1,523	12	7	157	95	2,860
505 Parkland	33	0	41	60	635	0	0	60	33	862
515 Prairie State	4	5	294	111	137	0	1	27	77	656
521 Rend Lake	10	3	22	26	758	0	0	12	9	840
537 Richland	10	4	141	43	688	0	1	38	10	935
511 Rock Valley	48	3	145	308	654	2	0	38	39	1,237
506 Sauk Valley	6	2	12	77	516	0	0	8	20	641
531 Shawnee	2	4	11	22	271	0	0	0	20	330
510 South Suburban	44	33	1,742	924	444	0	2	39	145	3,373
533 Southeastern Illinois	3	0	6	15	697	1	1	21	33	777
522 Southwestern Illinois	48	11	535	278	2,766	24	4	242	166	4,074
534 Spoon River	3	0	5	21	304	0	0	3	0	336
504 Triton	114	2	90	875	1,109	10	4	84	77	2,365
516 Waubonsee	<u>169</u>	<u>9</u>	<u>161</u>	<u>840</u>	<u>1,830</u>	<u>0</u>	<u>5</u>	<u>49</u>	<u>68</u>	<u>3,131</u>
TOTALS	4,127	294	7,205	14,086	43,623	113	68	2,385	3,606	75,507

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



Illinois Community College Board  
Table A-5  
DUAL CREDIT HEADCOUNT ENROLLMENT  
BY NUMBER OF ENROLLED HOURS AND BY COLLEGE  
FISCAL YEAR 2022

Dist.							
No.	District/College	>0-3.99	4-6.99	7-9.99	10-12.99	13 or More	Total
503	Black Hawk	275	381	233	137	171	1,197
518	Carl Sandburg	101	175	96	80	166	618
508	City Colleges of Chicago	(1,179)	(2,219)	(590)	(423)	(306)	(4,717)
02	Harold Washington	194	463	94	117	65	933
04	Harry S Truman	161	182	33	13	5	394
01	Kennedy-King	193	120	41	14	3	371
03	Malcolm X	180	199	31	20	23	453
05	Olive-Harvey	129	174	73	20	45	441
06	Richard J. Daley	123	442	190	124	97	976
07	Wilbur Wright	199	639	128	115	68	1,149
502	College of DuPage	3,902	1,494	258	73	120	5,847
532	College of Lake County	1,089	616	419	89	15	2,228
507	Danville Area	86	273	144	93	133	729
509	Elgin	269	253	97	111	301	1,031
512	Harper	1,788	2,127	689	250	128	4,982
540	Heartland	785	419	366	167	204	1,941
519	Highland	370	407	196	69	30	1,072
514	Illinois Central	551	636	433	280	352	2,252
529	Illinois Eastern	(203)	(242)	(164)	(193)	(399)	(1,201)
04	Frontier	95	47	43	41	141	367
01	Lincoln Trail	26	25	22	48	86	207
02	Olney Central	44	93	51	63	112	363
03	Wabash Valley	38	77	48	41	60	264
513	Illinois Valley	313	261	89	58	65	786
530	John A. Logan	380	348	146	117	145	1,136
539	John Wood	67	108	42	22	11	250
525	Joliet Junior	2,230	1,650	669	283	133	4,965
520	Kankakee	198	290	140	16	12	656
501	Kaskaskia	858	637	385	199	336	2,415
523	Kishwaukee	154	233	128	57	50	622
517	Lake Land	337	451	216	188	306	1,498
536	Lewis and Clark	592	475	292	208	329	1,896
526	Lincoln Land	468	682	196	141	68	1,555
528	McHenry County	1,651	990	1,200	469	368	4,678
524	Moraine Valley	2,534	923	360	70	11	3,898
527	Morton	482	226	184	26	2	920
535	Oakton	1,201	1,273	274	81	31	2,860
505	Parkland	102	283	153	149	175	862
515	Prairie State	580	66	8	2	.	656
521	Rend Lake	204	229	122	96	189	840
537	Richland	344	283	92	80	136	935
511	Rock Valley	669	166	98	34	270	1,237
506	Sauk Valley	199	109	173	96	64	641
531	Shawnee	76	81	47	52	74	330
510	South Suburban	2,429	844	83	6	11	3,373
533	Southeastern Illinois	368	168	83	65	93	777
522	Southwestern Illinois	1,993	1,197	362	253	269	4,074
534	Spoon River	63	97	75	50	51	336
504	Triton	1,155	769	227	158	56	2,365
516	Waubensee	<u>1,268</u>	<u>900</u>	<u>466</u>	<u>244</u>	<u>253</u>	<u>3,131</u>
TOTALS		31,513	22,981	9,995	5,185	5,833	75,507

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



Illinois Community College Board  
Table B-1  
DUAL CREDIT COURSE COUNT BY COLLEGE  
FOR FISCAL YEARS 2018-2022

Dist. No. District/College	FY 2020-2022 3-Year Average					FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
	2018	2019	2020	2021	2022	Number	Percent	Number	Percent
503 Black Hawk	359	401	371	464	423	419	-41	64	17.8%
518 Carl Sandburg	256	315	410	412	437	420	25	181	70.7%
508 City Colleges of Chicago	(575)	(606)	(655)	(726)	(903)	(761)	(177)	(328)	(57.0%)
02 Harold Washington	125	124	125	137	192	151	55	67	53.6%
04 Harry S Truman	52	41	61	74	81	72	7	29	55.8%
01 Kennedy-King	69	63	70	75	117	87	42	48	69.6%
03 Malcolm X	80	80	92	116	118	109	2	38	47.5%
05 Olive-Harvey	67	88	69	80	96	82	16	29	43.3%
06 Richard J. Daley	105	122	134	134	155	141	21	50	47.6%
07 Wilbur Wright	77	88	104	110	144	119	34	67	87.0%
502 College of DuPage	431	462	447	508	541	499	33	110	25.5%
532 College of Lake County	173	164	224	235	281	247	46	108	62.4%
507 Danville Area	618	489	505	481	463	483	-18	-155	-25.1%
509 Elgin	310	382	448	540	659	549	119	349	112.6%
512 Harper	342	372	408	457	468	444	11	126	36.8%
540 Heartland	238	307	339	403	379	374	-24	141	59.2%
519 Highland	130	117	137	145	172	151	27	42	32.3%
514 Illinois Central	268	271	288	307	340	312	33	72	26.9%
529 Illinois Eastern	(445)	(521)	(573)	(643)	(480)	(565)	(-163)	(35)	(7.9%)
04 Frontier	215	212	228	270	142	213	-128	-73	-34.0%
01 Lincoln Trail	67	125	152	160	99	137	-61	32	47.8%
02 Olney Central	56	76	108	97	136	114	39	80	142.9%
03 Wabash Valley	107	108	85	116	103	101	-13	-4	-3.7%
513 Illinois Valley	160	148	166	141	133	147	-8	-27	-16.9%
530 John A. Logan	134	124	149	152	150	150	-2	16	11.9%
539 John Wood	79	79	78	194	72	115	-122	-7	-8.9%
525 Joliet Junior	400	436	433	448	510	464	62	110	27.5%
520 Kankakee	51	48	49	57	51	52	-6	0	0.0%
501 Kaskaskia	365	357	348	276	309	311	33	-56	-15.3%
523 Kishwaukee	54	105	113	123	117	118	-6	63	116.7%
517 Lake Land	388	384	344	301	329	325	28	-59	-15.2%
536 Lewis and Clark	529	533	540	417	308	422	-109	-221	-41.8%
526 Lincoln Land	233	202	198	228	236	221	8	3	1.3%
528 McHenry County	127	152	186	293	416	298	123	289	227.6%
524 Moraine Valley	174	258	331	353	398	361	45	224	128.7%
527 Morton	26	84	91	71	86	83	15	60	230.8%
535 Oakton	84	129	225	219	252	232	33	168	200.0%
505 Parkland	284	316	286	381	296	321	-85	12	4.2%
515 Prairie State	57	52	82	59	51	64	-8	-6	-10.5%
521 Rend Lake	268	234	180	150	173	168	23	-95	-35.4%
537 Richland	222	262	280	277	301	286	24	79	35.6%
511 Rock Valley	777	702	684	831	749	755	-82	-28	-3.6%
506 Sauk Valley	346	340	340	335	288	321	-47	-58	-16.8%
531 Shawnee	64	67	69	77	71	72	-6	7	10.9%
510 South Suburban	173	216	212	203	300	238	97	127	73.4%
533 Southeastern Illinois	211	233	249	241	215	235	-26	4	1.9%
522 Southwestern Illinois	1,109	1,160	1,120	1,128	1,090	1,113	-38	-19	-1.7%
534 Spoon River	139	146	157	155	162	158	7	23	16.5%
504 Triton	192	258	339	359	378	359	19	186	96.9%
516 Waubensee	479	473	515	524	556	532	32	77	16.1%
TOTALS	11,270	11,905	12,569	13,314	13,543	13,142	229	2,273	20.2%
Pure									
Minimum	26	41	49	57	51	52	-128	-221	-41.8%
Maximum	1,109	1,160	1,120	1,128	1,090	1,113	123	349	230.8%
Median	174	207	218	232	244	234	13	40	27.2%
Standard Deviation	208	203	198	208	206	202	53	102	63.8%
Average	235	248	262	277	282	274	5	47	41.9%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-2  
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE  
FOR FISCAL YEARS 2018-2022

Dist. No.	District/College	FY 2020-2022 3-Year Average					FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference		
		2018	2019	2020	2021	2022	Number	Percent	Number	Percent	
503	Black Hawk	3,094	3,382	3,245	3,265	3,117	3,209	-148	-4.5%	23	0.7%
518	Carl Sandburg	1,939	1,878	2,207	2,244	2,307	2,253	63	2.8%	368	19.0%
508	City Colleges of Chicago	(6,562)	(7,135)	(7,629)	(6,555)	(8,744)	(7,643)	(2,189)	(33.4%)	(2,182)	(33.3%)
02	Harold Washington	1,519	1,326	1,455	1,360	1,971	1,595	611	44.9%	452	29.8%
04	Harry S Truman	375	370	404	512	483	466	-29	-5.7%	108	28.8%
01	Kennedy-King	487	736	516	340	560	472	220	64.7%	73	15.0%
03	Malcolm X	656	718	653	529	722	635	193	36.5%	66	10.1%
05	Olive-Harvey	913	894	842	636	828	769	192	30.2%	-85	-9.3%
06	Richard J. Daley	1,305	1,725	1,934	1,516	2,170	1,873	654	43.1%	865	66.3%
07	Wilbur Wright	1,307	1,366	1,825	1,662	2,010	1,832	348	20.9%	703	53.8%
502	College of DuPage	7,551	8,031	7,838	6,982	8,065	7,628	1,083	15.5%	514	6.8%
532	College of Lake County	2,026	1,907	2,618	2,175	3,088	2,627	913	42.0%	1,062	52.4%
507	Danville Area	2,526	2,735	2,777	2,127	2,263	2,389	136	6.4%	-263	-10.4%
509	Elgin	1,585	1,830	2,509	3,217	3,755	3,160	538	16.7%	2,170	136.9%
512	Harper	4,580	5,432	6,545	7,563	7,729	7,279	166	2.2%	3,149	68.8%
540	Heartland	2,242	3,013	3,044	4,055	3,860	3,653	-195	-4.8%	1,618	72.2%
519	Highland	1,539	1,353	1,578	1,261	1,823	1,554	562	44.6%	284	18.5%
514	Illinois Central	6,346	5,300	5,587	5,414	6,130	5,710	716	13.2%	-216	-3.4%
529	Illinois Eastern	(4,584)	(4,307)	(4,333)	(4,529)	(3,785)	(4,216)	(-744)	(-16.4%)	(-799)	(-17.4%)
04	Frontier	2,504	2,054	2,103	2,278	1,159	1,847	-1,119	-49.1%	-1,345	-53.7%
01	Lincoln Trail	628	755	780	960	686	809	-274	-28.5%	58	9.2%
02	Olney Central	683	715	831	697	1,191	906	494	70.9%	508	74.4%
03	Wabash Valley	769	783	619	594	749	654	155	26.1%	-20	-2.6%
513	Illinois Valley	1,851	1,746	1,574	1,331	1,513	1,473	182	13.7%	-338	-18.3%
530	John A. Logan	2,118	2,088	2,457	2,567	2,531	2,518	-36	-1.4%	413	19.5%
539	John Wood	590	589	492	714	478	561	-236	-33.1%	-112	-19.0%
525	Joliet Junior	6,803	7,233	7,638	7,063	8,185	7,629	1,122	15.9%	1,382	20.3%
520	Kankakee	941	805	865	944	936	915	-8	-0.8%	-5	-0.5%
501	Kaskaskia	5,087	4,895	5,088	4,953	5,944	5,328	991	20.0%	857	16.8%
523	Kishwaukee	585	1,197	1,431	1,511	1,471	1,471	-40	-2.6%	886	151.5%
517	Lake Land	3,808	3,826	3,800	3,693	3,748	3,747	55	1.5%	-60	-1.6%
536	Lewis and Clark	8,909	8,842	8,656	5,909	4,321	6,295	-1,588	-26.9%	-4,588	-51.5%
526	Lincoln Land	3,368	3,017	2,944	2,855	2,788	2,862	-67	-2.3%	-580	-17.2%
528	McHenry County	2,373	2,808	3,613	6,076	9,069	6,253	2,993	49.3%	6,696	282.2%
524	Moraine Valley	3,192	4,610	4,829	4,278	5,618	4,908	1,340	31.3%	2,426	76.0%
527	Morton	337	1,150	1,260	786	1,259	1,102	473	60.2%	922	273.6%
535	Oakton	1,518	2,314	3,259	3,160	3,684	3,368	524	16.6%	2,166	142.7%
505	Parkland	2,277	2,576	2,155	2,415	2,303	2,291	-112	-4.6%	26	1.1%
515	Prairie State	897	763	748	527	717	664	190	36.1%	-180	-20.1%
521	Rend Lake	2,798	3,219	2,618	2,442	2,442	2,501	0	0.0%	-356	-12.7%
537	Richland	1,741	2,005	2,167	1,845	2,160	2,057	315	17.1%	419	24.1%
511	Rock Valley	3,367	3,111	2,831	3,660	3,514	3,335	-146	-4.0%	147	4.4%
506	Sauk Valley	1,787	1,642	1,811	1,679	1,566	1,685	-113	-6.7%	-221	-12.4%
531	Shawnee	966	988	1,007	1,136	934	1,026	-202	-17.8%	-32	-3.3%
510	South Suburban	2,167	2,506	3,377	2,658	4,208	3,414	1,550	58.3%	2,041	94.2%
533	Southeastern Illinois	1,497	1,444	1,678	1,551	1,462	1,564	-89	-5.7%	-35	-2.3%
522	Southwestern Illinois	7,793	7,709	7,911	6,809	8,865	7,862	2,056	30.2%	1,072	13.8%
534	Spoon River	724	737	909	901	959	923	58	6.4%	235	32.5%
504	Triton	1,380	2,127	3,084	4,323	4,434	3,947	111	2.6%	3,054	221.3%
516	Waubensee	<u>4,224</u>	<u>4,364</u>	<u>5,282</u>	<u>5,770</u>	<u>6,616</u>	<u>5,889</u>	<u>846</u>	<u>14.7%</u>	<u>2,392</u>	<u>56.6%</u>
TOTALS		117,672	124,614	133,394	130,943	146,391	136,909	15,448	11.8%	28,719	24.4%
Pure											
Minimum		337	370	404	340	478	466	-1,588	-49.1%	-4,588	-53.7%
Maximum		8,909	8,842	8,656	7,563	9,069	7,862	2,993	70.9%	6,696	282.2%
Median		1,819	1,956	2,187	2,210	2,283	2,272	174	13.4%	260	15.9%
Standard Deviation		2,083	2,084	2,145	2,047	2,418	2,151	724	26.0%	1,513	73.0%
Average		2,452	2,596	2,779	2,728	3,050	2,852	322	13.7%	598	38.6%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data





Illinois Community College Board  
Table B-3  
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE  
FOR FISCAL YEARS 2018-2022

Dist. No.	District/College	FY 2020-2022 3-Year Average					FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference		
		2018	2019	2020	2021	2022	Number	Percent	Number	Percent	
503	Black Hawk	8.6	8.4	8.7	7.0	7.4	7.7	0.3	4.7%	-1.2	-14.5%
518	Carl Sandburg	7.6	6.0	5.4	5.4	5.3	5.4	-0.2	-3.1%	-2.3	-30.3%
508	City Colleges of Chicago	(11.4)	(11.8)	(11.6)	(9.0)	(9.7)	(10.1)	(0.7)	(7.2%)	(-1.7)	(-15.1%)
02	Harold Washington	12.2	10.7	11.6	9.9	10.3	10.6	0.3	3.4%	-1.9	-15.5%
04	Harry S Truman	7.2	9.0	6.6	6.9	6.0	6.5	-1.0	-13.8%	-1.2	-17.3%
01	Kennedy-King	7.1	11.7	7.4	4.5	4.8	5.6	0.3	5.6%	-2.3	-32.2%
03	Malcolm X	8.2	9.0	7.1	4.6	6.1	5.9	1.6	34.2%	-2.1	-25.4%
05	Olive-Harvey	13.6	10.2	12.2	8.0	8.6	9.6	0.7	8.5%	-5.0	-36.7%
06	Richard J. Daley	12.4	14.1	14.4	11.3	14.0	13.2	2.7	23.7%	1.6	12.6%
07	Wilbur Wright	17.0	15.5	17.5	15.1	14.0	15.5	-1.2	-7.6%	-3.0	-17.8%
502	College of DuPage	17.5	17.4	17.5	13.7	14.9	15.4	1.2	8.5%	-2.6	-14.9%
532	College of Lake County	11.7	11.6	11.7	9.3	11.0	10.6	1.7	18.7%	-0.7	-6.2%
507	Danville Area	4.1	5.6	5.5	4.4	4.9	4.9	0.5	10.5%	0.8	19.6%
509	Elgin	5.1	4.8	5.6	6.0	5.7	5.8	-0.3	-4.4%	0.6	11.4%
512	Harper	13.4	14.6	16.0	16.5	16.5	16.4	0.0	-0.2%	3.1	23.3%
540	Heartland	9.4	9.8	9.0	10.1	10.2	9.7	0.1	1.2%	0.8	8.1%
519	Highland	11.8	11.6	11.5	8.7	10.6	10.3	1.9	21.9%	-1.2	-10.5%
514	Illinois Central	23.7	19.6	19.4	17.6	18.0	18.4	0.4	2.2%	-5.6	-23.9%
529	Illinois Eastern	(10.3)	(8.3)	(7.6)	(7.0)	(7.9)	(7.5)	(0.8)	(12.0%)	(-2.4)	(-23.5%)
04	Frontier	11.6	9.7	9.2	8.4	8.2	8.6	-0.3	-3.3%	-3.5	-29.9%
01	Lincoln Trail	9.4	6.0	5.1	6.0	6.9	6.0	0.9	15.5%	-2.4	-26.1%
02	Olney Central	12.2	9.4	7.7	7.2	8.8	7.9	1.6	21.9%	-3.4	-28.2%
03	Wabash Valley	7.2	7.3	7.3	5.1	7.3	6.6	2.2	42.0%	0.1	1.2%
513	Illinois Valley	11.6	11.8	9.5	9.4	11.4	10.1	1.9	20.5%	-0.2	-1.7%
530	John A. Logan	15.8	16.8	16.5	16.9	16.9	16.8	0.0	-0.1%	1.1	6.8%
539	John Wood	7.5	7.5	6.3	3.7	6.6	5.5	3.0	80.4%	-0.8	-11.1%
525	Joliet Junior	17.0	16.6	17.6	15.8	16.0	16.5	0.3	1.8%	-1.0	-5.6%
520	Kankakee	18.5	16.8	17.7	16.6	18.4	17.5	1.8	10.8%	-0.1	-0.5%
501	Kaskaskia	13.9	13.7	14.6	17.9	19.2	17.3	1.3	7.2%	5.3	38.0%
523	Kishwaukee	10.8	11.4	12.7	12.3	12.6	12.5	0.3	2.3%	1.7	16.1%
517	Lake Land	9.8	10.0	11.0	12.3	11.4	11.6	-0.9	-7.1%	1.6	16.1%
536	Lewis and Clark	16.8	16.6	16.0	14.2	14.0	14.7	-0.1	-1.0%	-2.8	-16.7%
526	Lincoln Land	14.5	14.9	14.9	12.5	11.8	13.1	-0.7	-5.7%	-2.6	-18.3%
528	McHenry County	18.7	18.5	19.4	20.7	21.8	20.7	1.1	5.1%	3.1	16.7%
524	Moraine Valley	18.3	17.9	14.6	12.1	14.1	13.6	2.0	16.5%	-4.2	-23.1%
527	Morton	13.0	13.7	13.8	11.1	14.6	13.2	3.6	32.2%	1.7	12.9%
535	Oakton	18.1	17.9	14.5	14.4	14.6	14.5	0.2	1.3%	-3.5	-19.1%
505	Parkland	8.0	8.2	7.5	6.3	7.8	7.2	1.4	22.7%	-0.2	-3.0%
515	Prairie State	15.7	14.7	9.1	8.9	14.1	10.7	5.1	57.4%	-1.7	-10.7%
521	Rend Lake	10.4	13.8	14.5	16.3	14.1	15.0	-2.2	-13.3%	3.7	35.2%
537	Richland	7.8	7.7	7.7	6.7	7.2	7.2	0.5	7.7%	-0.7	-8.5%
511	Rock Valley	4.3	4.4	4.1	4.4	4.7	4.4	0.3	6.5%	0.4	8.3%
506	Sauk Valley	5.2	4.8	5.3	5.0	5.4	5.3	0.4	8.5%	0.3	5.3%
531	Shawnee	15.1	14.7	14.6	14.8	13.2	14.2	-1.6	-10.8%	-1.9	-12.8%
510	South Suburban	12.5	11.6	15.9	13.1	14.0	14.3	0.9	7.1%	1.5	12.0%
533	Southeastern Illinois	7.1	6.2	6.7	6.4	6.8	6.7	0.4	5.7%	-0.3	-4.2%
522	Southwestern Illinois	7.0	6.6	7.1	6.0	8.1	7.1	2.1	34.7%	1.1	15.7%
534	Spoon River	5.2	5.0	5.8	5.8	5.9	5.8	0.1	1.8%	0.7	13.7%
504	Triton	7.2	8.2	9.1	12.0	11.7	11.0	-0.3	-2.6%	4.5	63.2%
516	Waubensee	8.8	9.2	10.3	11.0	11.9	11.1	0.9	8.1%	3.1	34.9%
TOTALS/AVERAGES		10.4	10.5	10.6	9.8	10.8	10.4	1.0	9.9%	0.4	3.5%
Pure											
Minimum		4.1	4.4	4.1	3.7	4.7	4.4	-2.2	-13.8%	-5.6	-36.7%
Maximum		23.7	19.6	19.4	20.7	21.8	20.7	5.1	80.4%	5.3	63.2%
Median		11.6	11.0	10.7	9.7	11.2	10.6	0.4	6.1%	-0.5	-4.9%
Standard Deviation		4.6	4.3	4.4	4.5	4.4	4.3	1.3	17.8%	2.4	21.2%
Average		11.5	11.3	11.1	10.3	11.0	10.8	0.7	10.2%	-0.5	-1.9%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data





Illinois Community College Board  
Table B-4  
TOP TEN DUAL CREDIT COURSE ENROLLMENTS BY CIP (BASED ON FISCAL YEAR 2022)  
FOR FISCAL YEARS 2018-2022

<u>CIP</u>	<u>COURSE NAME</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	FY 2020-2022 3-Year Average <u>Number</u>	FY 2021-2022 1-Year Difference <u>Number</u> <u>Percent</u>	FY 2018-2022 5-Year Difference <u>Number</u> <u>Percent</u>
23.1301	Writing, General	19,082	19,798	20,961	21,259	22,122	21,447	863   4.1%	3,040   15.9%
27.0101	Mathematics, General	6,545	7,093	7,900	8,643	8,267	8,270	-376   -4.4%	1,722   26.3%
16.0905	Spanish Language and Literature	5,046	5,538	5,344	4,994	6,403	5,580	1,409   28.2%	1,357   26.9%
23.1304	Rhetoric and Composition	4,078	4,406	4,746	5,537	5,553	5,279	16   0.3%	1,475   36.2%
54.0102	American History (United States)	4,386	4,002	4,032	4,138	4,384	4,185	246   5.9%	-2   0.0%
42.0101	Psychology, General	3,676	3,522	3,467	3,547	3,806	3,607	259   7.3%	130   3.5%
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	2,368	2,211	2,142	2,999	3,761	2,967	762   25.4%	1,393   58.8%
27.0501	Statistics, General	2,449	2,625	2,952	3,214	3,648	3,271	434   13.5%	1,199   49.0%
26.0101	Biology/Biological Sciences, General	2,650	2,709	2,831	2,947	3,441	3,073	494   16.8%	791   29.8%
48.0508	Welding Technology/Welder	<u>2,833</u>	<u>2,945</u>	<u>3,047</u>	<u>2,381</u>	<u>3,198</u>	<u>2,875</u>	<u>817</u> <u>34.3%</u>	<u>365</u> <u>12.9%</u>
	Totals	53,113	54,849	57,422	59,659	64,583	60,555	4,924   8.3%	11,470   21.6%
	Grand Total	117,672	124,614	133,394	130,943	146,391	136,909	15,448   11.8%	28,719   24.4%
	Percent Top Ten of Grand Total	45.1%	44.0%	43.0%	45.6%	44.1%	44.2%	-1.4%   -3.2%	-1.0%   -2.3%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-5  
DUAL CREDIT COURSE COUNT BY COLLEGE  
IN TRANSFER EDUCATION  
FOR FISCAL YEARS 2018-2022

Dist.		FY 2020-2022					FY 2021-2022		FY 2018-2022		
		3-Year Average					1-Year Difference		5-Year Difference		
No.	District/College	2018	2019	2020	2021	2022	Number	Number	Percent	Number	Percent
503	Black Hawk	239	281	247	335	287	290	-48	-14.3%	48	20.1%
518	Carl Sandburg	205	267	341	351	381	358	30	8.5%	176	85.9%
508	City Colleges of Chicago	(463)	(498)	(518)	(526)	(669)	(571)	(143)	(27.2%)	(206)	(44.5%)
02	Harold Washington	94	95	93	88	139	107	51	58.0%	45	47.9%
04	Harry S Truman	42	34	54	56	70	60	14	25.0%	28	66.7%
01	Kennedy-King	54	52	53	51	73	59	22	43.1%	19	35.2%
03	Malcolm X	65	71	68	82	80	77	-2	-2.4%	15	23.1%
05	Olive-Harvey	54	72	51	51	64	55	13	25.5%	10	18.5%
06	Richard J. Daley	88	94	105	101	120	109	19	18.8%	32	36.4%
07	Wilbur Wright	66	80	94	97	123	105	26	26.8%	57	86.4%
502	College of DuPage	115	104	94	109	105	103	-4	-3.7%	-10	-8.7%
532	College of Lake County	59	58	73	97	103	91	6	6.2%	44	74.6%
507	Danville Area	312	347	355	325	294	325	-31	-9.5%	-18	-5.8%
509	Elgin	244	317	400	480	595	492	115	24.0%	351	143.9%
512	Harper	127	143	180	233	218	210	-15	-6.4%	91	71.7%
540	Heartland	175	208	243	292	274	270	-18	-6.2%	99	56.6%
519	Highland	46	32	35	37	39	37	2	5.4%	-7	-15.2%
514	Illinois Central	169	180	196	210	227	211	17	8.1%	58	34.3%
529	Illinois Eastern	(247)	(311)	(346)	(421)	(271)	(346)	(-150)	(-35.6%)	(24)	(9.7%)
04	Frontier	119	124	128	163	68	120	-95	-58.3%	-51	-42.9%
01	Lincoln Trail	50	97	112	135	79	109	-56	-41.5%	29	58.0%
02	Olney Central	32	44	70	65	84	73	19	29.2%	52	162.5%
03	Wabash Valley	46	46	36	58	40	45	-18	-31.0%	-6	-13.0%
513	Illinois Valley	98	92	108	90	94	97	4	4.4%	-4	-4.1%
530	John A. Logan	76	80	106	95	111	104	16	16.8%	35	46.1%
539	John Wood	65	60	60	149	51	87	-98	-65.8%	-14	-21.5%
525	Joliet Junior	219	226	226	245	261	244	16	6.5%	42	19.2%
520	Kankakee	27	28	27	35	32	31	-3	-8.6%	5	18.5%
501	Kaskaskia	156	161	154	120	136	137	16	13.3%	-20	-12.8%
523	Kishwaukee	6	34	47	65	60	57	-5	-7.7%	54	900.0%
517	Lake Land	161	180	191	182	186	186	4	2.2%	25	15.5%
536	Lewis and Clark	300	303	314	255	237	269	-18	-7.1%	-63	-21.0%
526	Lincoln Land	144	146	153	150	150	151	0	0.0%	6	4.2%
528	McHenry County	70	69	84	180	293	186	113	62.8%	223	318.6%
524	Moraine Valley	14	24	34	72	70	59	-2	-2.8%	56	400.0%
527	Morton	18	60	63	56	53	57	-3	-5.4%	35	194.4%
535	Oakton	38	53	59	64	65	63	1	1.6%	27	71.1%
505	Parkland	219	251	223	295	221	246	-74	-25.1%	2	0.9%
515	Prairie State	0	0	1	3	0	1	-3	-100.0%	0	--
521	Rend Lake	163	150	114	111	111	112	0	0.0%	-52	-31.9%
537	Richland	133	167	194	209	233	212	24	11.5%	100	75.2%
511	Rock Valley	713	661	651	749	653	684	-96	-12.8%	-60	-8.4%
506	Sauk Valley	234	212	213	221	186	207	-35	-15.8%	-48	-20.5%
531	Shawnee	38	46	43	54	55	51	1	1.9%	17	44.7%
510	South Suburban	25	5	6	2	9	6	7	350.0%	-16	-64.0%
533	Southeastern Illinois	119	154	158	132	142	144	10	7.6%	23	19.3%
522	Southwestern Illinois	879	919	834	827	724	795	-103	-12.5%	-155	-17.6%
534	Spoon River	117	130	137	124	135	132	11	8.9%	18	15.4%
504	Triton	100	117	116	141	173	143	32	22.7%	73	73.0%
516	Waubensee	<u>387</u>	<u>359</u>	<u>414</u>	<u>432</u>	<u>462</u>	<u>436</u>	<u>30</u>	<u>6.9%</u>	<u>75</u>	<u>19.4%</u>
TOTALS		6,920	7,433	7,758	8,474	8,366	8,199	-108	-1.3%	1,446	20.9%
Pure											
Mininum		0	0	1	2	0	1	-103	-100.0%	-155	-64.0%
Maximum		879	919	834	827	724	795	115	350.0%	351	900.0%
Median		99	101	110	122	122	110	2	2.0%	24	20.1%
Standard Deviation		162	163	158	167	159	161	43	57.1%	76	150.7%
Average		144	155	162	177	174	171	-2	7.5%	30	63.2%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-6  
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE  
IN TRANSFER EDUCATION  
FOR FISCAL YEARS 2018-2022

Dist.		FY 2020-2022 3-Year Average					FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference		
No.	District/College	2018	2019	2020	2021	2022	Number	Number	Percent	Number	Percent
503	Black Hawk	2,268	2,466	2,398	2,593	2,391	2,461	-202	-7.8%	123	5.4%
518	Carl Sandburg	1,488	1,578	1,854	1,842	1,889	1,862	47	2.6%	401	26.9%
508	City Colleges of Chicago	(5,367)	(5,822)	(6,288)	(5,017)	(6,787)	(6,031)	(1,770)	(35.3%)	(1,420)	(26.5%)
02	Harold Washington	961	832	933	722	1,344	1,000	622	86.1%	383	39.9%
04	Harry S Truman	318	313	381	420	454	418	34	8.1%	136	42.8%
01	Kennedy-King	396	541	394	251	300	315	49	19.5%	-96	-24.2%
03	Malcolm X	581	625	466	385	503	451	118	30.6%	-78	-13.4%
05	Olive-Harvey	752	812	706	490	613	603	123	25.1%	-139	-18.5%
06	Richard J. Daley	1,162	1,411	1,648	1,201	1,758	1,536	557	46.4%	596	51.3%
07	Wilbur Wright	1,197	1,288	1,760	1,548	1,815	1,708	267	17.2%	618	51.6%
502	College of DuPage	2,107	2,118	1,918	2,211	1,845	1,991	-366	-16.6%	-262	-12.4%
532	College of Lake County	973	913	1,044	1,307	1,429	1,260	122	9.3%	456	46.9%
507	Danville Area	1,437	1,542	1,645	1,333	1,355	1,444	22	1.7%	-82	-5.7%
509	Elgin	1,311	1,568	2,235	2,978	3,541	2,918	563	18.9%	2,230	170.1%
512	Harper	2,342	2,599	3,304	4,189	4,211	3,901	22	0.5%	1,869	79.8%
540	Heartland	1,691	2,259	2,291	3,437	3,131	2,953	-306	-8.9%	1,440	85.2%
519	Highland	562	415	487	439	492	473	53	12.1%	-70	-12.5%
514	Illinois Central	4,507	4,072	4,351	4,131	4,738	4,407	607	14.7%	231	5.1%
529	Illinois Eastern	(3,133)	(2,947)	(2,966)	(3,223)	(2,350)	(2,846)	(-873)	(-27.1%)	(-783)	(-25.0%)
04	Frontier	1,766	1,453	1,498	1,626	724	1,283	-902	-55.5%	-1,042	-59.0%
01	Lincoln Trail	530	628	643	826	513	661	-313	-37.9%	-17	-3.2%
02	Olney Central	476	500	522	494	861	626	367	74.3%	385	80.9%
03	Wabash Valley	361	366	303	277	252	277	-25	-9.0%	-109	-30.2%
513	Illinois Valley	1,430	1,347	1,141	1,061	1,283	1,162	222	20.9%	-147	-10.3%
530	John A. Logan	1,434	1,508	1,877	1,888	2,074	1,946	186	9.9%	640	44.6%
539	John Wood	502	507	404	569	394	456	-175	-30.8%	-108	-21.5%
525	Joliet Junior	4,370	4,392	4,664	4,546	4,644	4,618	98	2.2%	274	6.3%
520	Kankakee	528	450	457	548	518	508	-30	-5.5%	-10	-1.9%
501	Kaskaskia	2,424	2,400	2,660	2,608	3,005	2,758	397	15.2%	581	24.0%
523	Kishwaukee	95	398	752	968	912	877	-56	-5.8%	817	860.0%
517	Lake Land	2,353	2,535	2,559	2,625	2,450	2,545	-175	-6.7%	97	4.1%
536	Lewis and Clark	5,830	5,641	5,509	4,186	3,646	4,447	-540	-12.9%	-2,184	-37.5%
526	Lincoln Land	2,480	2,457	2,472	2,283	2,044	2,266	-239	-10.5%	-436	-17.6%
528	McHenry County	1,554	1,693	2,084	4,392	7,163	4,546	2,771	63.1%	5,609	360.9%
524	Moraine Valley	241	498	416	854	975	748	121	14.2%	734	304.6%
527	Morton	225	824	944	688	919	850	231	33.6%	694	308.4%
535	Oakton	821	887	862	963	1,002	942	39	4.0%	181	22.0%
505	Parkland	1,771	2,104	1,773	1,721	1,568	1,687	-153	-8.9%	-203	-11.5%
515	Prairie State	0	0	1	30	0	10	-30	-100.0%	0	--
521	Rend Lake	2,294	2,557	2,015	2,085	1,951	2,017	-134	-6.4%	-343	-15.0%
537	Richland	986	1,252	1,338	1,177	1,530	1,348	353	30.0%	544	55.2%
511	Rock Valley	3,199	3,059	2,772	3,343	3,048	3,054	-295	-8.8%	-151	-4.7%
506	Sauk Valley	1,025	905	885	921	868	891	-53	-5.8%	-157	-15.3%
531	Shawnee	668	764	750	904	728	794	-176	-19.5%	60	9.0%
510	South Suburban	460	55	63	30	155	83	125	416.7%	-305	-66.3%
533	Southeastern Illinois	864	1,043	1,210	1,046	1,027	1,094	-19	-1.8%	163	18.9%
522	Southwestern Illinois	5,370	5,248	4,638	3,803	4,356	4,266	553	14.5%	-1,014	-18.9%
534	Spoon River	650	675	824	727	812	788	85	11.7%	162	24.9%
504	Triton	775	969	900	1,951	2,375	1,742	424	21.7%	1,600	206.5%
516	Waubonsee	<u>3,515</u>	<u>3,500</u>	<u>4,480</u>	<u>5,103</u>	<u>5,760</u>	<u>5,114</u>	<u>657</u>	<u>12.9%</u>	<u>2,245</u>	<u>63.9%</u>
TOTALS		73,050	75,967	79,231	83,720	89,366	84,106	5,646	6.7%	16,316	22.3%
Pure											
Minimum		0	0	1	30	0	10	-902	-100.0%	-2,184	-66.3%
Maximum		5,830	5,641	5,509	5,103	7,163	5,114	2,771	416.7%	5,609	860.0%
Median		1,094	1,270	1,274	1,254	1,392	1,316	48	6.1%	130	6.3%
Standard Deviation		1,336	1,291	1,317	1,360	1,566	1,382	496	65.7%	1,091	150.5%
Average		1,522	1,583	1,651	1,744	1,862	1,752	118	14.1%	340	55.3%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-7  
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE  
IN TRANSFER EDUCATION  
FOR FISCAL YEARS 2018-2022

Dist.		FY 2020-2022					FY 2021-2022		FY 2018-2022		
		3-Year Average					1-Year Difference		5-Year Difference		
No.	District/College	2018	2019	2020	2021	2022	Number	Number	Percent	Number	Percent
503	Black Hawk	9.5	8.8	9.7	7.7	8.3	8.6	0.6	7.6%	-1.2	-12.2%
518	Carl Sandburg	7.3	5.9	5.4	5.2	5.0	5.2	-0.3	-5.5%	-2.3	-31.7%
508	City Colleges of Chicago	(11.6)	(11.7)	(12.1)	(9.5)	(10.1)	(10.6)	(0.6)	(6.4%)	(-1.4)	(-12.5%)
02	Harold Washington	10.2	8.8	10.0	8.2	9.7	9.3	1.5	17.9%	-0.6	-5.4%
04	Harry S Truman	7.6	9.2	7.1	7.5	6.5	7.0	-1.0	-13.5%	-1.1	-14.3%
01	Kennedy-King	7.3	10.4	7.4	4.9	4.1	5.5	-0.8	-16.5%	-3.2	-44.0%
03	Malcolm X	8.9	8.8	6.9	4.7	6.3	5.9	1.6	33.9%	-2.7	-29.7%
05	Olive-Harvey	13.9	11.3	13.8	9.6	9.6	11.0	0.0	-0.3%	-4.3	-31.2%
06	Richard J. Daley	13.2	15.0	15.7	11.9	14.7	14.1	2.8	23.2%	1.4	10.9%
07	Wilbur Wright	18.1	16.1	18.7	16.0	14.8	16.5	-1.2	-7.5%	-3.4	-18.6%
502	College of DuPage	18.3	20.4	20.4	20.3	17.6	19.4	-2.7	-13.4%	-0.8	-4.1%
532	College of Lake County	16.5	15.7	14.3	13.5	13.9	13.9	0.4	3.0%	-2.6	-15.9%
507	Danville Area	4.6	4.4	4.6	4.1	4.6	4.4	0.5	12.4%	0.0	0.1%
509	Elgin	5.4	4.9	5.6	6.2	6.0	5.9	-0.3	-4.1%	0.6	10.8%
512	Harper	18.4	18.2	18.4	18.0	19.3	18.6	1.3	7.4%	0.9	4.7%
540	Heartland	9.7	10.9	9.4	11.8	11.4	10.9	-0.3	-2.9%	1.8	18.3%
519	Highland	12.2	13.0	13.9	11.9	12.6	12.8	0.8	6.3%	0.4	3.3%
514	Illinois Central	26.7	22.6	22.2	19.7	20.9	20.9	1.2	6.1%	-5.8	-21.7%
529	Illinois Eastern	(12.7)	(9.5)	(8.6)	(7.7)	(8.7)	(8.3)	(1.0)	(13.3%)	(-4.0)	(-31.6%)
04	Frontier	14.8	11.7	11.7	10.0	10.6	10.8	0.7	6.7%	-4.2	-28.3%
01	Lincoln Trail	10.6	6.5	5.7	6.1	6.5	6.1	0.4	6.1%	-4.1	-38.7%
02	Olney Central	14.9	11.4	7.5	7.6	10.3	8.4	2.7	34.9%	-4.6	-31.1%
03	Wabash Valley	7.8	8.0	8.4	4.8	6.3	6.5	1.5	31.9%	-1.5	-19.7%
513	Illinois Valley	14.6	14.6	10.6	11.8	13.6	12.0	1.9	15.8%	-0.9	-6.5%
530	John A. Logan	18.9	18.9	17.7	19.9	18.7	18.8	-1.2	-6.0%	-0.2	-1.0%
539	John Wood	7.7	8.5	6.7	3.8	7.7	6.1	3.9	102.3%	0.0	0.0%
525	Joliet Junior	20.0	19.4	20.6	18.6	17.8	19.0	-0.8	-4.1%	-2.2	-10.8%
520	Kankakee	19.6	16.1	16.9	15.7	16.2	16.3	0.5	3.4%	-3.4	-17.2%
501	Kaskaskia	15.5	14.9	17.3	21.7	22.1	20.4	0.4	1.7%	6.6	42.2%
523	Kishwaukee	15.8	11.7	16.0	14.9	15.2	15.4	0.3	2.1%	-0.6	-4.0%
517	Lake Land	14.6	14.1	13.4	14.4	13.2	13.7	-1.3	-8.7%	-1.4	-9.9%
536	Lewis and Clark	19.4	18.6	17.5	16.4	15.4	16.4	-1.0	-6.3%	-4.0	-20.8%
526	Lincoln Land	17.2	16.8	16.2	15.2	13.6	15.0	-1.6	-10.5%	-3.6	-20.9%
528	McHenry County	22.2	24.5	24.8	24.4	24.4	24.6	0.0	0.2%	2.2	10.1%
524	Moraine Valley	17.2	20.8	12.2	11.9	13.9	12.7	2.1	17.4%	-3.3	-19.1%
527	Morton	12.5	13.7	15.0	12.3	17.3	14.9	5.1	41.1%	4.8	38.7%
535	Oakton	21.6	16.7	14.6	15.0	15.4	15.0	0.4	2.4%	-6.2	-28.6%
505	Parkland	8.1	8.4	8.0	5.8	7.1	7.0	1.3	21.6%	-1.0	-12.3%
515	Prairie State	--	--	1.0	10.0	--	5.5	--	--	--	--
521	Rend Lake	14.1	17.0	17.7	18.8	17.6	18.0	-1.2	-6.4%	3.5	24.9%
537	Richland	7.4	7.5	6.9	5.6	6.6	6.4	0.9	16.6%	-0.8	-11.4%
511	Rock Valley	4.5	4.6	4.3	4.5	4.7	4.5	0.2	4.6%	0.2	4.0%
506	Sauk Valley	4.4	4.3	4.2	4.2	4.7	4.3	0.5	12.0%	0.3	6.5%
531	Shawnee	17.6	16.6	17.4	16.7	13.2	15.8	-3.5	-20.9%	-4.3	-24.7%
510	South Suburban	18.4	11.0	10.5	15.0	17.2	14.2	2.2	14.8%	-1.2	-6.4%
533	Southeastern Illinois	7.3	6.8	7.7	7.9	7.2	7.6	-0.7	-8.7%	0.0	-0.4%
522	Southwestern Illinois	6.1	5.7	5.6	4.6	6.0	5.4	1.4	30.8%	-0.1	-1.5%
534	Spoon River	5.6	5.2	6.0	5.9	6.0	6.0	0.2	2.6%	0.5	8.3%
504	Triton	7.8	8.3	7.8	13.8	13.7	11.8	-0.1	-0.8%	6.0	77.1%
516	Waubonsee	<u>9.1</u>	<u>9.7</u>	<u>10.8</u>	<u>11.8</u>	<u>12.5</u>	<u>11.7</u>	<u>0.7</u>	<u>5.5%</u>	<u>3.4</u>	<u>37.3%</u>
TOTALS/AVERAGES		10.6	10.2	10.2	9.9	10.7	10.3	0.8	8.1%	0.1	1.2%
Pure											
Mininum		4.4	4.3	1.0	3.8	4.1	4.3	-3.5	-20.9%	-6.2	-44.0%
Maximum		26.7	24.5	24.8	24.4	24.4	24.6	5.1	102.3%	6.6	77.1%
Median		13.2	11.4	10.7	11.8	12.6	11.7	0.4	3.4%	-0.9	-6.5%
Standard Deviation		5.5	5.3	5.6	5.5	5.3	5.4	1.5	19.8%	2.8	23.0%
Average		12.8	12.3	11.8	11.5	11.9	11.7	0.4	7.6%	-0.9	-5.2%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-8  
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE  
IN TRANSFER EDUCATION  
FISCAL YEAR 2022

Dist. No. District/College	23.1301 Writing, General	27.0101 Mathematics, General	16.0905 Spanish Language and Literature	23.1304 Rhetoric and Composition	54.0102 American History (United States)	Total
503 Black Hawk	902	230	89	233	162	1,616
518 Carl Sandburg	410	26	10	169	84	699
508 City Colleges of Chicago	(2,376)	(1,090)	(691)	(42)	(222)	(4,421)
02 Harold Washington	587	240	106	20	107	1,060
04 Harry S Truman	105	167	16	0	9	297
01 Kennedy-King	65	2	25	5	8	105
03 Malcolm X	91	23	102	17	0	233
05 Olive-Harvey	109	55	139	0	57	360
06 Richard J. Daley	765	151	177	0	2	1,095
07 Wilbur Wright	654	452	126	0	39	1,271
502 College of DuPage	31	60	392	0	0	483
532 College of Lake County	396	0	49	15	0	460
507 Danville Area	305	27	3	56	71	462
509 Elgin	766	280	163	127	161	1,497
512 Harper	448	525	707	697	0	2,377
540 Heartland	853	49	1	0	75	978
519 Highland	74	60	0	0	24	158
514 Illinois Central	1,601	61	0	278	301	2,241
529 Illinois Eastern	(507)	(274)	(91)	(155)	(248)	(1,275)
04 Frontier	140	151	4	3	89	387
01 Lincoln Trail	83	69	87	25	21	285
02 Olney Central	211	46	0	82	132	471
03 Wabash Valley	73	8	0	45	6	132
513 Illinois Valley	389	50	0	285	48	772
530 John A. Logan	461	71	167	166	0	865
539 John Wood	89	69	55	18	0	231
525 Joliet Junior	2,452	455	0	51	334	3,292
520 Kankakee	62	8	0	67	26	163
501 Kaskaskia	675	312	235	340	293	1,855
523 Kishwaukee	199	83	20	97	192	591
517 Lake Land	891	440	18	206	0	1,555
536 Lewis and Clark	977	482	434	96	495	2,484
526 Lincoln Land	340	194	237	137	450	1,358
528 McHenry County	1,070	90	2,468	754	222	4,604
524 Moraine Valley	277	201	0	0	0	478
527 Morton	0	435	0	0	0	435
535 Oakton	377	209	0	0	0	586
505 Parkland	762	32	1	22	80	897
515 Prairie State	0	0	0	0	0	0
521 Rend Lake	320	547	23	47	67	1,004
537 Richland	576	14	0	78	33	701
511 Rock Valley	405	278	21	160	255	1,119
506 Sauk Valley	316	64	0	56	9	445
531 Shawnee	202	120	21	8	92	443
510 South Suburban	0	0	0	0	0	0
533 Southeastern Illinois	131	49	8	40	17	245
522 Southwestern Illinois	852	294	39	564	206	1,955
534 Spoon River	245	116	0	129	4	494
504 Triton	75	142	17	0	29	263
516 Waubensee	<u>1,256</u>	<u>830</u>	<u>443</u>	<u>420</u>	<u>184</u>	<u>3,133</u>
TOTALS	22,068	8,267	6,403	5,513	4,384	46,635
Grand Total	146,391	146,391	146,391	146,391	146,391	146,391
Percent Top Five of Grand Total	15.1%	5.6%	4.4%	3.8%	3.0%	31.9%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-9  
DUAL CREDIT COURSE COUNT BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEARS 2018-2022

Dist.	FY 2020-2022 3-Year Average					FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference		
No. District/College	2018	2019	2020	2021	2022	Number	Number	Percent	Number	Percent
503 Black Hawk	120	120	124	129	136	130	7	5.4%	16	13.3%
518 Carl Sandburg	51	48	69	61	56	62	-5	-8.2%	5	9.8%
508 City Colleges of Chicago	(112)	(108)	(137)	(200)	(234)	(190)	(34)	(17.0%)	(122)	(108.9%)
02 Harold Washington	31	29	32	49	53	45	4	8.2%	22	71.0%
04 Harry S Truman	10	7	7	18	11	12	-7	-38.9%	1	10.0%
01 Kennedy-King	15	11	17	24	44	28	20	83.3%	29	193.3%
03 Malcolm X	15	9	24	34	38	32	4	11.8%	23	153.3%
05 Olive-Harvey	13	16	18	29	32	26	3	10.3%	19	146.2%
06 Richard J. Daley	17	28	29	33	35	32	2	6.1%	18	105.9%
07 Wilbur Wright	11	8	10	13	21	15	8	61.5%	10	90.9%
502 College of DuPage	316	358	353	399	436	396	37	9.3%	120	38.0%
532 College of Lake County	114	106	151	138	178	156	40	29.0%	64	56.1%
507 Danville Area	306	142	150	156	169	158	13	8.3%	-137	-44.8%
509 Elgin	66	65	48	60	64	57	4	6.7%	-2	-3.0%
512 Harper	215	229	228	224	250	234	26	11.6%	35	16.3%
540 Heartland	63	99	96	111	105	104	-6	-5.4%	42	66.7%
519 Highland	84	85	102	108	133	114	25	23.1%	49	58.3%
514 Illinois Central	99	91	92	97	113	101	16	16.5%	14	14.1%
529 Illinois Eastern	(198)	(210)	(227)	(222)	(209)	(219)	(-13)	(-5.9%)	(11)	(5.6%)
04 Frontier	96	88	100	107	74	94	-33	-30.8%	-22	-22.9%
01 Lincoln Trail	17	28	40	25	20	28	-5	-20.0%	3	17.6%
02 Olney Central	24	32	38	32	52	41	20	62.5%	28	116.7%
03 Wabash Valley	61	62	49	58	63	57	5	8.6%	2	3.3%
513 Illinois Valley	62	56	58	51	39	49	-12	-23.5%	-23	-37.1%
530 John A. Logan	58	44	43	57	39	46	-18	-31.6%	-19	-32.8%
539 John Wood	14	19	18	45	21	28	-24	-53.3%	7	50.0%
525 Joliet Junior	181	210	207	203	249	220	46	22.7%	68	37.6%
520 Kankakee	24	20	22	22	19	21	-3	-13.6%	-5	-20.8%
501 Kaskaskia	209	196	194	156	173	174	17	10.9%	-36	-17.2%
523 Kishwaukee	48	71	66	58	57	60	-1	-1.7%	9	18.8%
517 Lake Land	227	204	153	119	143	138	24	20.2%	-84	-37.0%
536 Lewis and Clark	229	230	226	162	71	153	-91	-56.2%	-158	-69.0%
526 Lincoln Land	89	56	45	78	86	70	8	10.3%	-3	-3.4%
528 McHenry County	57	83	102	113	123	113	10	8.8%	66	115.8%
524 Moraine Valley	160	234	297	281	328	302	47	16.7%	168	105.0%
527 Morton	8	24	28	15	33	25	18	120.0%	25	312.5%
535 Oakton	46	76	166	155	187	169	32	20.6%	141	306.5%
505 Parkland	65	65	63	86	75	75	-11	-12.8%	10	15.4%
515 Prairie State	57	52	81	56	51	63	-5	-8.9%	-6	-10.5%
521 Rend Lake	105	84	66	39	62	56	23	59.0%	-43	-41.0%
537 Richland	89	95	86	68	68	74	0	0.0%	-21	-23.6%
511 Rock Valley	64	41	33	82	96	70	14	17.1%	32	50.0%
506 Sauk Valley	112	128	127	114	102	114	-12	-10.5%	-10	-8.9%
531 Shawnee	26	21	26	23	16	22	-7	-30.4%	-10	-38.5%
510 South Suburban	148	211	206	201	291	233	90	44.8%	143	96.6%
533 Southeastern Illinois	92	79	91	109	73	91	-36	-33.0%	-19	-20.7%
522 Southwestern Illinois	230	241	286	301	366	318	65	21.6%	136	59.1%
534 Spoon River	22	16	20	31	27	26	-4	-12.9%	5	22.7%
504 Triton	92	141	223	218	205	215	-13	-6.0%	113	122.8%
516 Waubensee	<u>92</u>	<u>114</u>	<u>101</u>	<u>92</u>	<u>94</u>	<u>96</u>	<u>2</u>	<u>2.2%</u>	<u>2</u>	<u>2.2%</u>
TOTALS	4,350	4,472	4,811	4,840	5,177	4,943	337	7.0%	827	19.0%
Pure										
Minimum	8	7	7	13	11	12	-91	-56.2%	-158	-69.0%
Maximum	316	358	353	399	436	396	90	120.0%	168	312.5%
Median	65	74	75	80	72	72	4	8.2%	10	17.0%
Standard Deviation	78	79	84	82	96	87	27	32.4%	62	81.6%
Average	91	93	100	101	108	103	7	7.1%	17	43.0%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-10  
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEARS 2018-2022

Dist.		FY 2020-2022 3-Year Average					FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference		
No.	District/College	2018	2019	2020	2021	2022	Number	Number	Percent	Number	Percent
503	Black Hawk	826	916	847	672	726	748	54	8.0%	-100	-12.1%
518	Carl Sandburg	451	300	353	402	418	391	16	4.0%	-33	-7.3%
508	City Colleges of Chicago	(1,195)	(1,313)	(1,341)	(1,538)	(1,957)	(1,612)	(419)	(27.2%)	(762)	(63.8%)
02	Harold Washington	558	494	522	638	627	596	-11	-1.7%	69	12.4%
04	Harry S Truman	57	57	23	92	29	48	-63	-68.5%	-28	-49.1%
01	Kennedy-King	91	195	122	89	260	157	171	192.1%	169	185.7%
03	Malcolm X	75	93	187	144	219	183	75	52.1%	144	192.0%
05	Olive-Harvey	161	82	136	146	215	166	69	47.3%	54	33.5%
06	Richard J. Daley	143	314	286	315	412	338	97	30.8%	269	188.1%
07	Wilbur Wright	110	78	65	114	195	125	81	71.1%	85	77.3%
502	College of DuPage	5,444	5,913	5,920	4,771	6,220	5,637	1,449	30.4%	776	14.3%
532	College of Lake County	1,053	994	1,574	868	1,659	1,367	791	91.1%	606	57.5%
507	Danville Area	1,089	1,193	1,132	794	908	945	114	14.4%	-181	-16.6%
509	Elgin	274	262	274	239	214	242	-25	-10.5%	-60	-21.9%
512	Harper	2,238	2,833	3,241	3,374	3,518	3,378	144	4.3%	1,280	57.2%
540	Heartland	551	754	753	618	729	700	111	18.0%	178	32.3%
519	Highland	977	938	1,091	822	1,331	1,081	509	61.9%	354	36.2%
514	Illinois Central	1,839	1,228	1,236	1,283	1,392	1,304	109	8.5%	-447	-24.3%
529	Illinois Eastern	(1,451)	(1,360)	(1,367)	(1,306)	(1,435)	(1,369)	(129)	(9.9%)	(-16)	(-1.1%)
04	Frontier	738	601	605	652	435	564	-217	-33.3%	-303	-41.1%
01	Lincoln Trail	98	127	137	134	173	148	39	29.1%	75	76.5%
02	Olney Central	207	215	309	203	330	281	127	62.6%	123	59.4%
03	Wabash Valley	408	417	316	317	497	377	180	56.8%	89	21.8%
513	Illinois Valley	421	399	433	270	230	311	-40	-14.8%	-191	-45.4%
530	John A. Logan	684	580	580	679	457	572	-222	-32.7%	-227	-33.2%
539	John Wood	88	82	88	145	84	106	-61	-42.1%	-4	-4.5%
525	Joliet Junior	2,433	2,841	2,974	2,517	3,541	3,011	1,024	40.7%	1,108	45.5%
520	Kankakee	413	355	408	396	418	407	22	5.6%	5	1.2%
501	Kaskaskia	2,663	2,495	2,428	2,345	2,939	2,571	594	25.3%	276	10.4%
523	Kishwaukee	490	799	679	543	559	594	16	2.9%	69	14.1%
517	Lake Land	1,455	1,291	1,241	1,068	1,298	1,202	230	21.5%	-157	-10.8%
536	Lewis and Clark	3,079	3,201	3,147	1,723	675	1,848	-1,048	-60.8%	-2,404	-78.1%
526	Lincoln Land	888	560	472	572	744	596	172	30.1%	-144	-16.2%
528	McHenry County	819	1,115	1,529	1,684	1,906	1,706	222	13.2%	1,087	132.7%
524	Moraine Valley	2,951	4,112	4,413	3,424	4,643	4,160	1,219	35.6%	1,692	57.3%
527	Morton	112	326	316	98	340	251	242	246.9%	228	203.6%
535	Oakton	697	1,427	2,397	2,197	2,682	2,425	485	22.1%	1,985	284.8%
505	Parkland	506	472	382	694	735	604	41	5.9%	229	45.3%
515	Prairie State	897	763	747	497	717	654	220	44.3%	-180	-20.1%
521	Rend Lake	504	662	603	357	491	484	134	37.5%	-13	-2.6%
537	Richland	755	753	829	668	630	709	-38	-5.7%	-125	-16.6%
511	Rock Valley	168	52	59	317	466	281	149	47.0%	298	177.4%
506	Sauk Valley	762	737	926	758	698	794	-60	-7.9%	-64	-8.4%
531	Shawnee	298	224	257	232	206	232	-26	-11.2%	-92	-30.9%
510	South Suburban	1,707	2,451	3,314	2,628	4,053	3,332	1,425	54.2%	2,346	137.4%
533	Southeastern Illinois	633	401	468	505	435	469	-70	-13.9%	-198	-31.3%
522	Southwestern Illinois	2,423	2,461	3,273	3,006	4,509	3,596	1,503	50.0%	2,086	86.1%
534	Spoon River	74	62	85	174	147	135	-27	-15.5%	73	98.6%
504	Triton	605	1,158	2,184	2,372	2,059	2,205	-313	-13.2%	1,454	240.3%
516	Waubonsee	<u>709</u>	<u>864</u>	<u>802</u>	<u>667</u>	<u>856</u>	<u>775</u>	<u>189</u>	<u>28.3%</u>	<u>147</u>	<u>20.7%</u>
TOTALS		44,622	48,647	54,163	47,223	57,025	52,804	9,802	20.8%	12,403	27.8%
Pure											
Mininum		57	52	23	89	29	48	-1,048	-68.5%	-2,404	-78.1%
Maximum		5,444	5,913	5,920	4,771	6,220	5,637	1,503	246.9%	2,346	284.8%
Median		619	632	604	628	629	596	103	19.7%	74	17.5%
Standard Deviation		1,033	1,171	1,280	1,067	1,405	1,248	461	52.7%	766	83.8%
Average		930	1,013	1,128	984	1,188	1,100	204	24.2%	258	44.4%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data





Illinois Community College Board  
Table B-11  
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEARS 2018-2022

Dist.	No.	District/College	FY 2020-2022					FY 2021-2022		FY 2018-2022		
			2018	2019	2020	2021	2022	3-Year Average	1-Year Difference	5-Year Difference	Number	Percent
							Number	Number	Percent	Number	Percent	
	503	Black Hawk	6.9	7.6	6.8	5.2	5.3	5.8	0.1	2.5%	-1.5	-22.4%
	518	Carl Sandburg	8.8	6.3	5.1	6.6	7.5	6.4	0.9	13.3%	-1.4	-15.6%
	508	City Colleges of Chicago	(10.7)	(12.2)	(9.8)	(7.7)	(8.4)	(8.6)	(0.7)	(8.8%)	(-2.3)	(-21.6%)
	02	Harold Washington	18.0	17.0	16.3	13.0	11.8	13.7	-1.2	-9.1%	-6.2	-34.3%
	04	Harry S Truman	5.7	8.1	3.3	5.1	2.6	3.7	-2.5	-48.4%	-3.1	-53.7%
	01	Kennedy-King	6.1	17.7	7.2	3.7	5.9	5.6	2.2	59.3%	-0.2	-2.6%
	03	Malcolm X	5.0	10.3	7.8	4.2	5.8	5.9	1.5	36.1%	0.8	15.3%
	05	Olive-Harvey	12.4	5.1	7.6	5.0	6.7	6.4	1.7	33.5%	-5.7	-45.7%
	06	Richard J. Daley	8.4	11.2	9.9	9.5	11.8	10.4	2.2	23.3%	3.4	39.9%
	07	Wilbur Wright	10.0	9.8	6.5	8.8	9.3	8.2	0.5	5.9%	-0.7	-7.1%
	502	College of DuPage	17.2	16.5	16.8	12.0	14.3	14.3	2.3	19.3%	-3.0	-17.2%
	532	College of Lake County	9.2	9.4	10.4	6.3	9.3	8.7	3.0	48.2%	0.1	0.9%
	507	Danville Area	3.6	8.4	7.5	5.1	5.4	6.0	0.3	5.6%	1.8	51.0%
	509	Elgin	4.2	4.0	5.7	4.0	3.3	4.3	-0.6	-16.1%	-0.8	-19.5%
	512	Harper	10.4	12.4	14.2	15.1	14.1	14.4	-1.0	-6.6%	3.7	35.2%
	540	Heartland	8.7	7.6	7.8	5.6	6.9	6.8	1.4	24.7%	-1.8	-20.6%
	519	Highland	11.6	11.0	10.7	7.6	10.0	9.4	2.4	31.5%	-1.6	-14.0%
	514	Illinois Central	18.6	13.5	13.4	13.2	12.3	13.0	-0.9	-6.9%	-6.3	-33.7%
	529	Illinois Eastern	(7.3)	(6.5)	(6.0)	(5.9)	(6.9)	(6.3)	(1.0)	(16.7%)	(-0.5)	(-6.3%)
	04	Frontier	7.7	6.8	6.1	6.1	5.9	6.0	-0.2	-3.5%	-1.8	-23.5%
	01	Lincoln Trail	5.8	4.5	3.4	5.4	8.7	5.8	3.3	61.4%	2.9	50.1%
	02	Olney Central	8.6	6.7	8.1	6.3	6.3	6.9	0.0	0.0%	-2.3	-26.4%
	03	Wabash Valley	6.7	6.7	6.4	5.5	7.9	6.6	2.4	44.3%	1.2	17.9%
	513	Illinois Valley	6.8	7.1	7.5	5.3	5.9	6.2	0.6	11.4%	-0.9	-13.1%
	530	John A. Logan	11.8	13.2	13.5	11.9	11.7	12.4	-0.2	-1.6%	-0.1	-0.6%
	539	John Wood	6.3	4.3	4.9	3.2	4.0	4.0	0.8	24.1%	-2.3	-36.4%
	525	Joliet Junior	13.4	13.5	14.4	12.4	14.2	13.7	1.8	14.7%	0.8	5.8%
	520	Kankakee	17.2	17.8	18.5	18.0	22.0	19.5	4.0	22.2%	4.8	27.8%
	501	Kaskaskia	12.7	12.7	12.5	15.0	17.0	14.8	2.0	13.0%	4.2	33.3%
	523	Kishwaukee	10.2	11.3	10.3	9.4	9.8	9.8	0.4	4.8%	-0.4	-3.9%
	517	Lake Land	6.4	6.3	8.1	9.0	9.1	8.7	0.1	1.1%	2.7	41.6%
	536	Lewis and Clark	13.4	13.9	13.9	10.6	9.5	11.4	-1.1	-10.6%	-3.9	-29.3%
	526	Lincoln Land	10.0	10.0	10.5	7.3	8.7	8.8	1.3	18.0%	-1.3	-13.3%
	528	McHenry County	14.4	13.4	15.0	14.9	15.5	15.1	0.6	4.0%	1.1	7.8%
	524	Moraine Valley	18.4	17.6	14.9	12.2	14.2	13.7	2.0	16.2%	-4.3	-23.3%
	527	Morton	14.0	13.6	11.3	6.5	10.3	9.4	3.8	57.7%	-3.7	-26.4%
	535	Oakton	15.2	18.8	14.4	14.2	14.3	14.3	0.2	1.2%	-0.8	-5.3%
	505	Parkland	7.8	7.3	6.1	8.1	9.8	8.0	1.7	21.4%	2.0	25.9%
	515	Prairie State	15.7	14.7	9.2	8.9	14.1	10.7	5.2	58.4%	-1.7	-10.7%
	521	Rend Lake	4.8	7.9	9.1	9.2	7.9	8.7	-1.2	-13.5%	3.1	65.0%
	537	Richland	8.5	7.9	9.6	9.8	9.3	9.6	-0.6	-5.7%	0.8	9.2%
	511	Rock Valley	2.6	1.3	1.8	3.9	4.9	3.5	1.0	25.6%	2.2	84.9%
	506	Sauk Valley	6.8	5.8	7.3	6.6	6.8	6.9	0.2	2.9%	0.0	0.6%
	531	Shawnee	11.5	10.7	9.9	10.1	12.9	10.9	2.8	27.6%	1.4	12.3%
	510	South Suburban	11.5	11.6	16.1	13.1	13.9	14.4	0.9	6.5%	2.4	20.8%
	533	Southeastern Illinois	6.9	5.1	5.1	4.6	6.0	5.2	1.3	28.6%	-0.9	-13.4%
	522	Southwestern Illinois	10.5	10.2	11.4	10.0	12.3	11.3	2.3	23.4%	1.8	16.9%
	534	Spoon River	3.4	3.9	4.3	5.6	5.4	5.1	-0.2	-3.0%	2.1	61.9%
	504	Triton	6.6	8.2	9.8	10.9	10.0	10.2	-0.8	-7.7%	3.5	52.7%
	516	Waubonsee	<u>7.7</u>	<u>7.6</u>	<u>7.9</u>	<u>7.3</u>	<u>9.1</u>	<u>8.1</u>	<u>1.9</u>	<u>25.6%</u>	<u>1.4</u>	<u>18.2%</u>
	TOTALS/AVERAGES		10.3	10.9	11.3	9.8	11.0	10.7	1.3	12.9%	0.8	7.4%
	Pure											
	Mininum		2.6	1.3	1.8	3.2	2.6	3.5	-2.5	-48.4%	-6.3	-53.7%
	Maximum		18.6	18.8	18.5	18.0	22.0	19.5	5.2	61.4%	4.8	84.9%
	Median		8.8	9.6	9.2	7.8	9.3	8.7	0.9	13.1%	-0.1	-1.6%
	Standard Deviation		4.2	4.2	3.9	3.6	3.9	3.7	1.5	21.9%	2.7	31.4%
	Average		9.8	9.9	9.6	8.6	9.6	9.2	1.0	14.3%	-0.2	3.8%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data





Illinois Community College Board  
Table B-12  
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEAR 2022

Dist. No. District/College	48.0508 Welding Technology/Welder	51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide	51.0710 Medical Office Assistant/ Specialist	52.0701 Entrepreneurship/Entrepreneurial Studies	52.0407 Business/Office Automation/ Technology/Data Entry	Total
503 Black Hawk	345	81	0	0	19	445
518 Carl Sandburg	32	0	0	22	0	54
508 City Colleges of Chicago	(11)	(0)	(246)	(47)	(135)	(439)
02 Harold Washington	0	0	19	0	2	21
04 Harry S Truman	0	0	2	0	0	2
01 Kennedy-King	0	0	5	3	1	9
03 Malcolm X	0	0	101	24	11	136
05 Olive-Harvey	1	0	19	18	44	82
06 Richard J. Daley	10	0	74	2	65	151
07 Wilbur Wright	0	0	26	0	12	38
502 College of DuPage	42	96	84	164	0	386
532 College of Lake County	51	139	204	0	0	394
507 Danville Area	26	0	32	1	1	60
509 Elgin	43	8	0	0	0	51
512 Harper	0	830	374	200	205	1,609
540 Heartland	109	123	108	7	0	347
519 Highland	57	57	0	0	45	159
514 Illinois Central	359	289	258	0	0	906
529 Illinois Eastern	(206)	(73)	(58)	(20)	(6)	(363)
04 Frontier	41	24	25	19	0	109
01 Lincoln Trail	82	0	7	0	0	89
02 Olney Central	57	25	2	0	0	84
03 Wabash Valley	26	24	24	1	6	81
513 Illinois Valley	20	47	13	13	5	98
530 John A. Logan	6	59	0	0	0	65
539 John Wood	43	5	0	0	6	54
525 Joliet Junior	213	231	0	63	0	507
520 Kankakee	79	110	0	10	0	199
501 Kaskaskia	31	47	135	68	787	1,068
523 Kishwaukee	86	38	9	0	0	133
517 Lake Land	199	140	5	49	25	418
536 Lewis and Clark	156	0	24	32	0	212
526 Lincoln Land	74	12	0	59	0	145
528 McHenry County	0	94	0	0	0	94
524 Moraine Valley	43	0	0	0	688	731
527 Morton	100	0	0	0	32	132
535 Oakton	47	164	406	155	0	772
505 Parkland	22	59	101	27	0	209
515 Prairie State	79	0	0	172	0	251
521 Rend Lake	35	44	0	0	0	79
537 Richland	63	32	0	0	110	205
511 Rock Valley	1	20	0	0	10	31
506 Sauk Valley	85	155	59	26	3	328
531 Shawnee	0	36	46	0	0	82
510 South Suburban	0	0	375	223	0	598
533 Southeastern Illinois	97	7	0	32	5	141
522 Southwestern Illinois	230	47	50	1,270	362	1,959
534 Spoon River	73	1	0	0	0	74
504 Triton	3	86	28	0	0	117
516 Waubonsee	<u>132</u>	<u>21</u>	<u>162</u>	<u>0</u>	<u>0</u>	<u>315</u>
TOTALS	3,198	3,151	2,777	2,660	2,444	14,230
Grand Total	146,391	146,391	146,391	146,391	146,391	146,391
Percent Top Five of Grand Total	2.2%	2.2%	1.9%	1.8%	1.7%	9.7%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-13  
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP  
FOR FISCAL YEARS 2018-2022

CIP	COURSE NAME	2018	2019	2020	2021	FY 2020-2022		FY 2021-2022		FY 2018-2022	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
01.0000	Agriculture, General.	0	0	1	0	2	1	2	--	2	--
01.0101	Agricultural Business and Management, General.	242	185	225	202	247	225	45	22.3%	5	2.1%
01.0102	Agribusiness/Agricultural Business Operations.	8	0	20	4	17	14	13	325.0%	9	112.5%
01.0103	Agricultural Economics.	70	43	51	78	63	64	-15	-19.2%	-7	-10.0%
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling.	9	15	15	36	36	29	0	0.0%	27	300.0%
01.0106	Agricultural Business Technology/Technician.	0	0	4	0	9	4	9	--	9	--
01.0201	Agricultural Mechanization, General.	105	103	100	143	106	116	-37	-25.9%	1	1.0%
01.0301	Agricultural Production Operations, General.	146	174	150	198	195	181	-3	-1.5%	49	33.6%
01.0302	Animal/Livestock Husbandry and Production.	194	164	264	195	349	269	154	79.0%	155	79.9%
01.0303	Aquaculture.	0	0	25	23	11	20	-12	-52.2%	11	--
01.0304	Crop Production.	25	27	70	95	145	103	50	52.6%	120	480.0%
01.0308	Agroecology and Sustainable Agriculture.	0	0	0	0	21	7	21	--	21	--
01.0507	Equestrian/Equine Studies.	0	0	0	2	0	1	-2	-100.0%	0	--
01.0508	Taxidermy/Taxidermist.	0	1	0	0	0	0	0	--	0	--
01.0601	Applied Horticulture/Horticulture Operations, General.	204	161	196	145	119	153	-26	-17.9%	-85	-41.7%
01.0603	Ornamental Horticulture.	291	348	304	301	362	322	61	20.3%	71	24.4%
01.0604	Greenhouse Operations and Management.	47	89	42	89	45	59	-44	-49.4%	-2	-4.3%
01.0605	Landscaping and Groundskeeping.	82	47	36	56	85	59	29	51.8%	3	3.7%
01.0607	Turf and Turfgrass Management.	0	0	35	0	16	17	16	--	16	--
01.0901	Animal Sciences, General.	49	26	40	76	76	64	0	0.0%	27	55.1%
01.1101	Plant Sciences, General.	0	0	0	0	1	0	1	--	1	--
01.1102	Agronomy and Crop Science.	90	57	108	140	106	118	-34	-24.3%	16	17.8%
01.1103	Horticultural Science.	112	127	108	94	128	110	34	36.2%	16	14.3%
01.1201	Soil Science and Agronomy, General	0	0	0	3	8	4	5	166.7%	8	--
	Veterinary/Animal Health Technology/Technician and Veterinary Assistant. (Moved from 51.0808)	72	84	84	62	81	76	19	30.6%	9	12.5%
01.9994	Career Exploration.	11	11	7	6	12	8	6	100.0%	1	9.1%
01.9996	Certification/Licensure Review.	0	0	8	17	0	8	-17	-100.0%	0	--
01.9997	Topics.	4	30	17	25	49	30	24	96.0%	45	1125.0%
01.9998	Internships.	0	1	0	0	0	0	0	--	0	--
01.9999	Agricultural/Animal/Plant/Veterinary Science and Related Fields, Other.	7	0	22	41	59	41	18	43.9%	52	742.9%
03.0101	Natural Resources/Conservation, General.	0	2	0	0	0	0	0	--	0	--
03.0201	Environmental/Natural Resources Management and Policy, General	4	0	0	0	0	0	0	--	-4	-100.0%
03.0511	Forest Technology/Technician.	17	24	0	0	0	0	0	--	-17	-100.0%
03.0601	Wildlife, Fish and Wildlands Science and Management.	17	26	8	13	0	7	-13	-100.0%	-17	-100.0%
04.0201	Architecture.	38	5	4	3	9	5	6	200.0%	-29	-76.3%
04.0902	Architectural and Building Sciences/Technology.	0	0	0	0	14	5	14	--	14	--
05.0101	African Studies.	0	0	6	0	1	2	1	--	1	--
05.0103	Asian Studies/Civilization.	0	0	0	0	4	1	4	--	4	--
05.0107	Latin American Studies.	25	37	26	2	21	16	19	950.0%	-4	-16.0%
05.0108	Near and Middle Eastern Studies.	1	1	0	2	0	1	-2	-100.0%	-1	-100.0%
05.0127	Japanese Studies.	0	0	1	0	1	1	1	--	1	--
05.0201	African-American/Black Studies.	146	136	120	227	240	196	13	5.7%	94	64.4%
05.0202	American Indian/Native American Studies.	1	1	2	0	0	1	0	--	-1	-100.0%
05.0207	Women's Studies.	0	0	0	5	1	2	-4	-80.0%	1	--
05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other.	1	3	2	2	0	1	-2	-100.0%	-1	-100.0%
09.0100	Communication, General	0	0	0	1	1	1	0	0.0%	1	--
09.0101	Speech Communication and Rhetoric.	111	257	232	436	397	355	-39	-8.9%	286	257.7%
09.0102	Mass Communication/Media Studies.	29	20	33	39	60	44	21	53.8%	31	106.9%
09.0401	Journalism.	221	280	205	75	119	133	44	58.7%	-102	-46.2%
09.0402	Broadcast Journalism.	0	0	2	2	0	1	-2	-100.0%	0	--
09.0701	Radio and Television.	68	58	124	69	69	87	0	0.0%	1	1.5%
09.0702	Digital Communication and Media/Multimedia.	0	0	0	14	8	7	-6	-42.9%	8	--
09.0799	Radio, Television, and Digital Communication, Other.	1	3	0	2	0	1	-2	-100.0%	-1	-100.0%
09.0902	Public Relations/Image Management.	0	0	0	1	0	0	-1	-100.0%	0	--
09.0903	Advertising.	1	1	4	3	1	3	-2	-66.7%	0	0.0%
10.0201	Photographic and Film/Video Technology/Technician.	140	186	145	123	139	136	16	13.0%	-1	-0.7%



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STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP  
FOR FISCAL YEARS 2018-2022

CIP	COURSE NAME	2018	2019	2020	2021	2022	FY 2020-2022 3-Year Average	FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
							Number	Number	Percent	Number	Percent
10.0202	Radio and Television Broadcasting Technology/Technician.	8	0	0	0	0	0	0	--	-8	-100.0%
10.0203	Recording Arts Technology/Technician.	27	0	0	9	5	5	-4	-44.4%	-22	-81.5%
10.0301	Graphic Communications, General.	7	19	15	5	3	8	-2	-40.0%	-4	-57.1%
10.0303	Prepress/Desktop Publishing and Digital Imaging Design.	511	696	592	327	379	433	52	15.9%	-132	-25.8%
10.0304	Animation, Interactive Technology, Video Graphics, and Special Effects.	328	321	203	201	270	225	69	34.3%	-58	-17.7%
10.0305	Graphic and Printing Equipment Operator, General Production. Communications Technologies/Technicians and Support Services, Other. (Designation for	46	45	36	56	4	32	-52	-92.9%	-42	-91.3%
10.9999	vocational communication course enrollees—1.2)	24	31	23	11	18	17	7	63.6%	-6	-25.0%
11.0101	Computer and Information Sciences, General.	1,098	1,226	1,013	1,084	751	949	-333	-30.7%	-347	-31.6%
11.0103	Information Technology.	115	133	133	108	295	179	187	173.1%	180	156.5%
11.0201	Computer Programming/Programmer, General.	2,221	2,392	3,154	1,808	2,331	2,431	523	28.9%	110	5.0%
11.0202	Computer Programming, Specific Applications.	64	108	212	50	106	123	56	112.0%	42	65.6%
11.0203	Computer Programming, Vendor/Product Certification.	29	21	31	58	0	30	-58	-100.0%	-29	-100.0%
11.0301	Data Processing and Data Processing Technology/Technician.	91	14	14	20	20	18	0	0.0%	-71	-78.0%
11.0401	Information Science/Studies.	1	94	110	112	4	75	-108	-96.4%	3	300.0%
11.0501	Computer Systems Analysis/Analyst.	0	0	2	2	0	1	-2	-100.0%	0	--
11.0601	Data Entry/Microcomputer Applications, General.	342	291	238	203	260	234	57	28.1%	-82	-24.0%
11.0602	Word Processing.	26	15	12	9	8	10	-1	-11.1%	-18	-69.2%
11.0701	Computer Science.	0	0	0	5	0	2	-5	-100.0%	0	--
11.0801	Web Page, Digital/Multimedia and Information Resources Design.	434	372	441	313	285	346	-28	-8.9%	-149	-34.3%
11.0802	Data Modeling/Warehousing and Database Administration.	11	13	2	9	10	7	1	11.1%	-1	-9.1%
11.0803	Computer Graphics.	44	102	119	66	89	91	23	34.8%	45	102.3%
11.0901	Computer Systems Networking and Telecommunications.	1,404	1,419	1,290	1,310	1,848	1,483	538	41.1%	444	31.6%
11.1003	Computer and Information Systems Security/Auditing/Information Assurance.	7	9	18	196	270	161	74	37.8%	263	3757.1%
11.1004	Web/Multimedia Management and Webmaster.	80	21	21	19	17	19	-2	-10.5%	-63	-78.8%
11.1006	Computer Support Specialist.	0	0	1	1	15	6	14	1400.0%	15	--
11.1099	Computer/Information Technology Services Administration and Management, Other.	42	67	32	63	56	50	-7	-11.1%	14	33.3%
11.9997	Topics.	19	22	42	11	17	23	6	54.5%	-2	-10.5%
12.0401	Cosmetology/Cosmetologist, General.	709	644	646	516	639	600	123	23.8%	-70	-9.9%
12.0402	Barbering/Barber.	0	0	0	0	60	20	60	--	60	--
12.0409	Aesthetician/Esthetician and Skin Care Specialist.	145	125	128	88	125	114	37	42.0%	-20	-13.8%
12.0410	Nail Technician/Specialist and Manicurist.	0	0	0	4	2	2	-2	-50.0%	2	--
12.0412	Salon/Beauty Salon Management/Manager.	259	226	237	189	237	221	48	25.4%	-22	-8.5%
12.0500	Cooking and Related Culinary Arts, General.	0	11	17	22	43	27	21	95.5%	43	--
12.0501	Baking and Pastry Arts/Baker/Pastry Chef.	124	111	185	191	220	199	29	15.2%	96	77.4%
12.0502	Bartending/Bartender.	0	1	0	0	0	0	0	--	0	--
12.0503	Culinary Arts/Chef Training.	485	483	618	680	873	724	193	28.4%	388	80.0%
12.0504	Restaurant, Culinary, and Catering Management/Manager.	849	1,515	1,817	1,397	1,648	1,621	251	18.0%	799	94.1%
12.0505	Food Preparation/Professional Cooking/Kitchen Assistant.	72	68	205	224	120	183	-104	-46.4%	48	66.7%
12.0507	Food Service, Waiter/Waitress, and Dining Room Management/Manager.	11	6	17	11	14	14	3	27.3%	3	27.3%
12.9994	Career Exploration.	0	0	0	7	20	9	13	185.7%	20	--
12.9996	Certification/Licensure Review.	32	40	27	22	26	25	4	18.2%	-6	-18.8%
13.0101	Education, General.	158	128	167	154	215	179	61	39.6%	57	36.1%
13.0201	Bilingual and Multilingual Education.	0	1	0	3	0	1	-3	-100.0%	0	--
13.0299	Bilingual, Multilingual, and Multicultural Education, Other.	0	28	24	44	33	34	-11	-25.0%	33	--
13.0501	Educational/Instructional Technology.	12	28	30	46	35	37	-11	-23.9%	23	191.7%
13.0901	Social and Philosophical Foundations of Education.	224	329	319	657	463	480	-194	-29.5%	239	106.7%
13.1001	Special Education and Teaching, General.	1	18	2	11	32	15	21	190.9%	31	3100.0%
13.1202	Elementary Education and Teaching.	4	28	6	4	4	5	0	0.0%	0	0.0%
13.1210	Early Childhood Education and Teaching.	167	105	168	140	70	126	-70	-50.0%	-97	-58.1%
13.1301	Agricultural Teacher Education.	0	12	0	2	0	1	-2	-100.0%	0	--
13.1302	Art Teacher Education.	0	0	1	0	0	0	0	--	0	--
13.1307	Health Teacher Education.	786	315	367	305	340	337	35	11.5%	-446	-56.7%
13.1314	Physical Education Teaching and Coaching.	18	4	5	23	23	17	0	0.0%	5	27.8%
13.1501	Teacher Assistant/Aide.	62	4	1	12	15	9	3	25.0%	-47	-75.8%
13.9997	Topics.	3	7	42	19	450	170	431	2268.4%	447	14900.0%
13.9998	Internships.	0	17	40	36	65	47	29	80.6%	65	--



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CIP	COURSE NAME	2018	2019	2020	2021	2022	FY 2020-2022 3-Year Average	FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
							Number	Number	Percent	Number	Percent
14.0101	Engineering, General.	22	3	12	11	21	15	10	90.9%	-1	-4.5%
14.1001	Electrical and Electronics Engineering	1	0	0	0	0	0	0	--	-1	-100.0%
14.1101	Engineering Mechanics.	10	7	1	2	2	2	0	0.0%	-8	-80.0%
14.1201	Engineering Physics/Applied Physics.	26	18	32	21	26	26	5	23.8%	0	0.0%
14.4201	Mechatronics, Robotics, and Automation Engineering.	60	0	7	40	124	57	84	210.0%	64	106.7%
15.0000	Engineering Technologies/Technicians, General.	49	10	35	24	32	30	8	33.3%	-17	-34.7%
15.0101	Architectural Engineering Technologies/Technicians.	23	32	50	37	34	40	-3	-8.1%	11	47.8%
15.0201	Civil Engineering Technologies/Technicians.	13	10	39	66	42	49	-24	-36.4%	29	223.1%
15.0303	Electrical, Electronic, and Communications Engineering Technology/Technician.	230	314	326	299	515	380	216	72.2%	285	123.9%
15.0304	Laser and Optical Technology/Technician.	15	17	21	3	12	12	9	300.0%	-3	-20.0%
15.0305	Telecommunications Technology/Technician. (Includes existing programs in 2020 moved from 15.0310)	0	0	1	0	0	0	0	--	0	--
15.0306	Integrated Circuit Design Technology/Technician.	0	0	0	0	13	4	13	--	13	--
15.0403	Electromechanical/Electromechanical Engineering Technology/Technician.	4	11	9	8	7	8	-1	-12.5%	3	75.0%
15.0405	Robotics Technology/Technician.	20	20	1	12	19	11	7	58.3%	-1	-5.0%
15.0406	Automation Engineer Technology/Technician.	0	284	206	174	204	195	30	17.2%	204	--
15.0411	Automated Manufacturing Technology (Cross to 15.0499 for IPEDS)	113	445	0	0	0	0	0	--	-113	-100.0%
15.0499	Electromechanical Technologies/Technicians, Other.	0	0	870	770	898	846	128	16.6%	898	--
15.0508	Hazardous Materials Management and Waste Technology/Technician.	8	0	0	0	0	0	0	--	-8	-100.0%
15.0612	Industrial Technology/Technician.	0	0	19	23	1	14	-22	-95.7%	1	--
15.0613	Manufacturing Engineering Technology/Technician.	311	285	463	624	673	587	49	7.9%	362	116.4%
15.0614	Welding Engineering Technology/Technician.	0	0	0	1	17	6	16	1600.0%	17	--
15.0701	Occupational Safety and Health Technology/Technician.	115	127	120	83	102	102	19	22.9%	-13	-11.3%
15.0702	Quality Control Technology/Technician.	75	99	99	82	45	75	-37	-45.1%	-30	-40.0%
15.0703	Industrial Safety Technology/Technician.	9	27	8	34	0	14	-34	-100.0%	-9	-100.0%
15.0805	Mechanical Engineering/Mechanical Technology/Technician.	156	0	0	0	0	0	0	--	-156	-100.0%
15.0901	Mining Technology/Technician.	13	10	0	0	0	0	0	--	-13	-100.0%
15.0903	Petroleum Technology/Technician.	1	0	0	0	0	0	0	--	-1	-100.0%
15.1103	Hydraulics and Fluid Power Technology/Technician. (Includes existing programs in 2020 moved from 15.0410)	2	15	0	0	3	1	3	--	1	50.0%
15.1201	Computer Engineering Technology/Technician.	206	212	224	183	235	214	52	28.4%	29	14.1%
15.1202	Computer/Computer Systems Technology/Technician.	0	0	0	1	0	0	-1	-100.0%	0	--
15.1203	Computer Hardware Technology/Technician.	78	56	67	65	112	81	47	72.3%	34	43.6%
15.1301	Drafting and Design Technology/Technician, General.	610	1,076	1,283	1,023	986	1,097	-37	-3.6%	376	61.6%
15.1302	CAD/CADD Drafting and/or Design Technology/Technician. (Includes existing programs in 2020 moved from 15.0810)	1,058	1,662	1,644	1,165	1,480	1,430	315	27.0%	422	39.9%
15.1303	Architectural Drafting and Architectural CAD/CADD.	96	85	123	137	140	133	3	2.2%	44	45.8%
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD.	23	8	47	88	104	80	16	18.2%	81	352.2%
15.1601	Nanotechnology.	22	33	38	59	0	32	-59	-100.0%	-22	-100.0%
15.1701	Energy Systems Technology/Technician.	0	0	0	0	1	0	1	--	1	--
15.9997	Topics.	120	157	128	35	44	69	9	25.7%	-76	-63.3%
15.9998	Internships.	0	0	1	0	1	1	1	--	1	--
15.9999	Engineering/Engineering-Related Technologies/Technicians, Other.	42	29	23	20	25	23	5	25.0%	-17	-40.5%
16.0301	Chinese Language and Literature.	0	6	9	7	11	9	4	57.1%	11	--
16.0302	Japanese Language and Literature.	14	29	34	27	19	27	-8	-29.6%	5	35.7%
16.0501	German Language and Literature.	223	168	168	313	531	337	218	69.6%	308	138.1%
16.0901	French Language and Literature.	211	250	214	375	647	412	272	72.5%	436	206.6%
16.0902	Italian Language and Literature.	22	18	22	20	26	23	6	30.0%	4	18.2%
16.0905	Spanish Language and Literature.	5,046	5,538	5,344	4,994	6,403	5,580	1,409	28.2%	1,357	26.9%
16.0997	Topics.	0	0	0	186	0	62	-186	-100.0%	0	--
16.1101	Arabic Language and Literature.	0	51	59	49	43	50	-6	-12.2%	43	--
16.1601	American Sign Language (ASL).	2	55	44	41	34	40	-7	-17.1%	32	1600.0%
16.1603	Sign Language Interpretation and Translation.	42	50	52	35	41	43	6	17.1%	-1	-2.4%
16.9996	Certification/Licensure Review.	22	46	32	28	21	27	-7	-25.0%	-1	-4.5%
19.0101	Family and Consumer Sciences/Human Sciences, General.	1,154	1,420	1,481	1,450	2,006	1,646	556	38.3%	852	73.8%
19.0401	Family Resource Management Studies, General.	0	0	1	1	0	1	-1	-100.0%	0	--



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CIP	COURSE NAME	2018	2019	2020	2021	FY 2020-2022 3-Year Average		FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
						2022	Number	Number	Percent	Number	Percent
19.0402	Consumer Economics.	3	3	0	5	26	10	21	420.0%	23	766.7%
19.0501	Foods, Nutrition, and Wellness Studies, General.	3	75	60	73	91	75	18	24.7%	88	2933.3%
19.0504	Human Nutrition.	89	106	107	121	162	130	41	33.9%	73	82.0%
19.0701	Human Development and Family Studies, General.	0	0	9	6	18	11	12	200.0%	18	--
19.0706	Child Development. (Includes existing programs in 2020 moved from 20.0102)	12	33	15	11	10	12	-1	-9.1%	-2	-16.7%
19.0708	Child Care and Support Services Management.	3	0	1	1	0	1	-1	-100.0%	-3	-100.0%
19.0709	Child Care Provider/Assistant.	655	874	936	760	801	832	41	5.4%	146	22.3%
19.0901	Apparel and Textiles, General. (Includes existing programs in 2020 moved from 20.0103)	14	43	42	20	62	41	42	210.0%	48	342.9%
19.0902	Apparel and Textile Manufacture.	33	23	22	13	8	14	-5	-38.5%	-25	-75.8%
19.9997	Topics.	45	32	33	34	32	33	-2	-5.9%	-13	-28.9%
19.9998	Internships.	5	0	0	0	0	0	0	--	-5	-100.0%
19.9999	Family and Consumer Sciences/Human Sciences, Other.	0	0	0	0	22	7	22	--	22	--
22.0302	Legal Assistant/Paralegal.	2	3	1	3	0	1	-3	-100.0%	-2	-100.0%
23.0101	English Language and Literature, General.	230	260	359	392	356	369	-36	-9.2%	126	54.8%
23.1301	Writing, General.	19,082	19,798	20,961	21,259	22,122	21,447	863	4.1%	3,040	15.9%
23.1302	Creative Writing.	49	73	80	70	46	65	-24	-34.3%	-3	-6.1%
23.1303	Professional, Technical, Business, and Scientific Writing.	229	188	162	169	122	151	-47	-27.8%	-107	-46.7%
23.1304	Rhetoric and Composition.	4,078	4,406	4,746	5,537	5,553	5,279	16	0.3%	1,475	36.2%
23.1401	General Literature.	0	0	0	6	0	2	-6	-100.0%	0	--
23.1402	American Literature (United States).	693	718	819	808	834	820	26	3.2%	141	20.3%
23.1404	English Literature (British and Commonwealth).	244	139	272	154	295	240	141	91.6%	51	20.9%
23.1405	Children's and Adolescent Literature.	0	0	2	0	1	1	1	--	1	--
23.9997	Topics.	0	0	1	28	0	10	-28	-100.0%	0	--
24.0101	Liberal Arts and Sciences/Liberal Studies.	0	4	0	9	7	5	-2	-22.2%	7	--
24.0102	General Studies.	1,262	1,555	1,500	1,834	1,955	1,763	121	6.6%	693	54.9%
24.0103	Humanities/Humanistic Studies.	351	373	470	408	498	459	90	22.1%	147	41.9%
24.0105	Orientation Courses (Cross to 24.0199 for IPEDS)	938	626	589	432	282	434	-150	-34.7%	-656	-69.9%
24.0197	Special Topics.	0	0	0	0	2	1	2	--	2	--
24.0198	Internships.	118	154	94	50	60	68	10	20.0%	-58	-49.2%
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other.	0	0	120	112	41	91	-71	-63.4%	41	--
24.9997	Topics.	13	11	15	17	6	13	-11	-64.7%	-7	-53.8%
24.9999	Directed Independent Study	0	7	0	0	0	0	0	--	0	--
26.0101	Biology/Biological Sciences, General. (Includes existing programs in 2020 moved from 26.0699)	2,650	2,709	2,831	2,947	3,441	3,073	494	16.8%	791	29.8%
26.0301	Botany/Plant Biology.	8	3	7	3	10	7	7	233.3%	2	25.0%
26.0403	Anatomy.	1,188	1,214	1,424	1,623	1,505	1,517	-118	-7.3%	317	26.7%
26.0406	Cell/Cellular and Molecular Biology.	0	0	2	8	3	4	-5	-62.5%	3	--
26.0502	Microbiology, General.	19	25	33	40	46	40	6	15.0%	27	142.1%
26.0701	Zoology/Animal Biology.	70	124	74	62	34	57	-28	-45.2%	-36	-51.4%
26.0801	Genetics, General.	1	5	14	55	47	39	-8	-14.5%	46	4600.0%
26.0910	Pathology/Experimental Pathology.	0	0	25	0	0	8	0	--	0	--
26.1001	Pharmacology.	26	47	24	25	19	23	-6	-24.0%	-7	-26.9%
26.1301	Ecology.	173	152	108	89	233	143	144	161.8%	60	34.7%
26.1302	Marine Biology and Biological Oceanography.	94	101	100	0	1	34	1	--	-93	-98.9%
26.1305	Environmental Biology.	263	331	393	389	446	409	57	14.7%	183	69.6%
27.0101	Mathematics, General.	6,545	7,093	7,900	8,643	8,267	8,270	-376	-4.4%	1,722	26.3%
27.0103	Analysis and Functional Analysis.	81	52	53	52	56	54	4	7.7%	-25	-30.9%
27.0301	Applied Mathematics, General.	1,503	1,797	1,977	1,931	2,234	2,047	303	15.7%	731	48.6%
27.0304	Computational and Applied Mathematics.	0	0	0	0	3	1	3	--	3	--
27.0501	Statistics, General.	2,449	2,625	2,952	3,214	3,648	3,271	434	13.5%	1,199	49.0%
30.0101	Biological and Physical Sciences.	75	80	41	76	72	63	-4	-5.3%	-3	-4.0%
30.0197	Topics.	32	21	17	19	12	16	-7	-36.8%	-20	-62.5%
30.2301	Intercultural/Multicultural and Diversity Studies.	0	0	1	0	0	0	0	--	0	--
30.3301	Sustainability Studies.	0	0	13	14	0	9	-14	-100.0%	0	--
31.0101	Parks, Recreation and Leisure Studies.	0	1	0	2	1	1	-1	-50.0%	1	--
31.0301	Parks, Recreation, and Leisure Facilities Management, General.	0	0	5	2	0	2	-2	-100.0%	0	--
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General.	2,368	2,211	2,142	2,999	3,761	2,967	762	25.4%	1,393	58.8%



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CIP	COURSE NAME	2018	2019	2020	2021	FY 2020-2022		FY 2021-2022		FY 2018-2022	
						3-Year Average		1-Year Difference		5-Year Difference	
						Number	Percent	Number	Percent	Number	Percent
31.0504	Sport and Fitness Administration/Management.	1	0	12	56	3	24	-53	-94.6%	2	200.0%
32.0107	Career Exploration/Awareness Skills.	64	68	127	112	215	151	103	92.0%	151	235.9%
36.0202	Aircraft Pilot (Private) (Moved from 36.0119)	13	16	17	12	16	15	4	33.3%	3	23.1%
38.0101	Philosophy.	235	285	309	197	237	248	40	20.3%	2	0.9%
38.0102	Logic.	123	104	101	77	94	91	17	22.1%	-29	-23.6%
38.0103	Ethics.	227	265	311	209	245	255	36	17.2%	18	7.9%
38.0201	Religion/Religious Studies.	323	327	300	237	232	256	-5	-2.1%	-91	-28.2%
40.0101	Physical Sciences, General.	19	29	55	64	56	58	-8	-12.5%	37	194.7%
40.0201	Astronomy.	99	215	156	152	180	163	28	18.4%	81	81.8%
40.0401	Atmospheric Sciences and Meteorology, General.	18	29	20	69	56	48	-13	-18.8%	38	211.1%
40.0499	Atmospheric Sciences and Meteorology, Other.	0	1	0	1	0	0	-1	-100.0%	0	--
40.0501	Chemistry, General.	646	726	730	832	969	844	137	16.5%	323	50.0%
40.0503	Inorganic Chemistry.	230	196	162	147	134	148	-13	-8.8%	-96	-41.7%
40.0504	Organic Chemistry.	53	49	58	54	43	52	-11	-20.4%	-10	-18.9%
40.0599	Chemistry, Other.	11	9	3	9	23	12	14	155.6%	12	109.1%
40.0601	Geology/Earth Science, General.	555	636	722	644	724	697	80	12.4%	169	30.5%
40.0603	Geophysics and Seismology.	0	1	8	6	9	8	3	50.0%	9	--
40.0607	Oceanography, Chemical and Physical.	64	58	25	5	38	23	33	660.0%	-26	-40.6%
40.0801	Physics, General.	378	284	257	299	169	242	-130	-43.5%	-209	-55.3%
40.9997	Topics.	1	0	0	0	0	0	0	--	-1	-100.0%
42.0101	Psychology, General.	3,676	3,522	3,467	3,547	3,806	3,607	259	7.3%	130	3.5%
42.2701	Cognitive Psychology and Psycholinguistics.	22	25	13	2	33	16	31	1550.0%	11	50.0%
42.2703	Developmental and Child Psychology.	432	490	533	553	570	552	17	3.1%	138	31.9%
42.2707	Social Psychology.	33	66	133	105	88	109	-17	-16.2%	55	166.7%
42.2804	Industrial and Organizational Psychology.	0	0	2	0	3	2	3	--	3	--
42.2806	Educational Psychology.	5	9	22	19	11	17	-8	-42.1%	6	120.0%
42.9996	Certification/Licensure Review.	0	0	0	0	1	0	1	--	1	--
43.0102	Corrections.	129	183	240	182	86	169	-96	-52.7%	-43	-33.3%
43.0103	Criminal Justice/Law Enforcement Administration.	516	367	388	346	436	390	90	26.0%	-80	-15.5%
43.0104	Criminal Justice/Safety Studies.	215	219	169	181	224	191	43	23.8%	9	4.2%
43.0107	Criminal Justice/Police Science.	1,157	1,316	1,347	1,235	1,380	1,321	145	11.7%	223	19.3%
43.0109	Security and Loss Prevention Services.	0	0	8	12	0	7	-12	-100.0%	0	--
43.0114	Law Enforcement Investigation and Interviewing.	3	2	0	3	0	1	-3	-100.0%	-3	-100.0%
43.0199	Corrections and Criminal Justice, Other.	32	44	30	56	7	31	-49	-87.5%	-25	-78.1%
43.0201	Fire Prevention and Safety Technology/Technician.	153	145	165	137	153	152	16	11.7%	0	0.0%
43.0202	Fire Services Administration.	13	15	12	10	12	11	2	20.0%	-1	-7.7%
43.0203	Fire Science/Fire-fighting.	574	470	414	390	403	402	13	3.3%	-171	-29.8%
43.0204	Fire Systems Technology.	5	5	12	9	10	10	1	11.1%	5	100.0%
43.0301	Homeland Security.	0	0	0	0	28	9	28	--	28	--
43.0403	Cyber/Computer Forensics and Counterterrorism (Moved from 43.0116)	0	0	0	14	9	8	-5	-35.7%	9	--
43.0406	Forensic Science and Technology. (Moved from 43.0106)	48	67	78	126	171	125	45	35.7%	123	256.3%
43.9994	Career Exploration.	76	94	79	19	16	38	-3	-15.8%	-60	-78.9%
43.9997	Topics.	7	15	9	7	7	8	0	0.0%	0	0.0%
43.9998	Internship.	12	13	12	9	8	10	-1	-11.1%	-4	-33.3%
44.0701	Social Work.	53	55	66	54	107	76	53	98.1%	54	101.9%
45.0101	Social Sciences, General.	26	71	34	22	32	29	10	45.5%	6	23.1%
45.0201	Anthropology, General.	157	178	161	92	66	106	-26	-28.3%	-91	-58.0%
45.0301	Archeology.	0	1	0	1	2	1	1	100.0%	2	--
45.0401	Criminology.	62	105	53	113	74	80	-39	-34.5%	12	19.4%
45.0501	Demography and Population Studies.	20	0	1	1	0	1	-1	-100.0%	-20	-100.0%
45.0601	Economics, General.	778	770	868	631	666	722	35	5.5%	-112	-14.4%
45.0701	Geography.	164	102	98	125	93	105	-32	-25.6%	-71	-43.3%
45.0901	International Relations and Affairs.	76	61	126	69	80	92	11	15.9%	4	5.3%
45.1001	Political Science and Government, General.	1,335	1,155	1,181	1,483	1,479	1,381	-4	-0.3%	144	10.8%
45.1101	Sociology, General.	1,320	1,320	1,357	1,381	1,616	1,451	235	17.0%	296	22.4%
45.9997	Topics.	16	20	7	0	4	4	4	--	-12	-75.0%
46.0000	Construction Trades, General.	56	39	37	25	39	34	14	56.0%	-17	-30.4%





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CIP	COURSE NAME	2018	2019	2020	2021	FY 2020-2022 3-Year Average		FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
						2022	Number	Number	Percent	Number	Percent
46.0201	Carpentry/Carpenter.	464	471	588	671	985	748	314	46.8%	521	112.3%
46.0299	Carpenter/Construction, Other.	40	10	20	16	36	24	20	125.0%	-4	-10.0%
46.0302	Electrician.	10	38	28	33	37	33	4	12.1%	27	270.0%
46.0401	Building/Property Maintenance.	88	99	0	0	0	0	0	--	-88	-100.0%
46.0403	Building/Home/Construction Inspection/Inspector.	23	26	37	27	30	31	3	11.1%	7	30.4%
46.0415	Building Construction Technology/Technician.	0	0	0	1	78	26	77	7700.0%	78	--
47.0103	Communications Systems Installation and Repair Technology/Technician.	9	0	5	13	12	10	-1	-7.7%	3	33.3%
47.0104	Computer Installation and Repair Technology/Technician.	389	506	538	280	503	440	223	79.6%	114	29.3%
47.0105	Industrial Electronics Technology/Technician.	24	10	42	44	25	37	-19	-43.2%	1	4.2%
47.0199	Electrical/Electronics Maintenance and Repair Technologies/Technicians, Other.	58	64	10	0	0	3	0	--	-58	-100.0%
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.	36	49	52	62	77	64	15	24.2%	41	113.9%
47.0303	Industrial Mechanics and Maintenance Technology/Technician.	0	2	0	23	9	11	-14	-60.9%	9	--
47.0603	Autobody/Collision and Repair Technology/Technician.	269	166	99	77	82	86	5	6.5%	-187	-69.5%
47.0604	Automobile/Automotive Mechanics Technology/Technician.	1,682	1,614	2,028	1,699	2,204	1,977	505	29.7%	522	31.0%
47.0605	Diesel Mechanics Technology/Technician.	54	102	69	36	47	51	11	30.6%	-7	-13.0%
47.0606	Small Engine Mechanics and Repair Technology/Technician.	22	43	42	22	31	32	9	40.9%	9	40.9%
47.0611	Motorcycle Maintenance and Repair Technology/Technician.	0	0	0	6	4	3	-2	-33.3%	4	--
47.0614	Alternative Fuel Vehicle Technology/Technician.	0	0	0	0	3	1	3	--	3	--
47.9994	Career Exploration.	0	28	0	0	0	0	0	--	0	--
47.9996	Certification/Licensure Review.	0	1	2	3	9	5	6	200.0%	9	--
47.9997	Topics.	0	31	10	6	1	6	-5	-83.3%	1	--
47.9998	Internship.	0	0	0	0	5	2	5	--	5	--
47.9999	Mechanic and Repair Technologies/Technicians, Other.	1	0	4	27	28	20	1	3.7%	27	2700.0%
48.0501	Machine Tool Technology/Machinist.	87	77	110	83	86	93	3	3.6%	-1	-1.1%
48.0503	Machine Shop Technology/Assistant.	606	708	877	641	733	750	92	14.4%	127	21.0%
48.0506	Sheet Metal Technology/Sheetworking.	0	1	81	64	60	68	-4	-6.3%	60	--
48.0508	Welding Technology/Welder. (Includes existing programs in 2020 moved from 15.0610)	2,833	2,945	3,047	2,381	3,198	2,875	817	34.3%	365	12.9%
48.0510	Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.	18	13	26	37	64	42	27	73.0%	46	255.6%
48.0599	Precision Metal Working, Other.	32	33	41	19	29	30	10	52.6%	-3	-9.4%
48.9995	Supervised Independent Study. (1.2 only)	0	0	0	9	6	5	-3	-33.3%	6	--
48.9997	Topics. (1.2 only)	19	14	12	12	15	13	3	25.0%	-4	-21.1%
49.0102	Airline/Commercial/Professional Pilot and Flight Crew.	8	8	12	10	9	10	-1	-10.0%	1	12.5%
50.0101	Visual and Performing Arts, General.	11	21	19	34	23	25	-11	-32.4%	12	109.1%
50.0201	Crafts/Craft Design, Folk Art and Artisanry.	0	0	22	19	14	18	-5	-26.3%	14	--
50.0301	Dance, General.	0	7	12	8	0	7	-8	-100.0%	0	--
50.0302	Ballet.	0	7	0	9	0	3	-9	-100.0%	0	--
50.0401	Design and Visual Communications, General.	587	504	550	386	570	502	184	47.7%	-17	-2.9%
50.0402	Commercial and Advertising Art.	2	0	0	0	0	0	0	--	-2	-100.0%
50.0406	Commercial Photography.	1,011	912	912	725	634	757	-91	-12.6%	-377	-37.3%
50.0408	Interior Design.	0	0	0	14	48	21	34	242.9%	48	--
50.0409	Graphic Design.	1	2	18	0	97	38	97	--	96	9600.0%
50.0501	Drama and Dramatics/Theatre Arts, General.	170	113	128	146	107	127	-39	-26.7%	-63	-37.1%
50.0502	Technical Theatre/Theatre Design and Technology	0	0	0	0	1	0	1	--	1	--
50.0505	Theatre Literature, History and Criticism.	0	0	0	1	0	0	-1	-100.0%	0	--
50.0506	Acting.	46	20	18	95	41	51	-54	-56.8%	-5	-10.9%
50.0599	Dramatic/Theatre Arts and Stagecraft, Other.	0	0	9	17	13	13	-4	-23.5%	13	--
50.0601	Film/Cinema/Media Studies.	30	20	23	31	38	31	7	22.6%	8	26.7%
50.0602	Cinematography and Film/Video Production.	168	166	181	160	113	151	-47	-29.4%	-55	-32.7%
50.0605	Photography.	118	221	130	90	186	135	96	106.7%	68	57.6%
50.0701	Art/Art Studies, General.	453	451	507	504	608	540	104	20.6%	155	34.2%
50.0703	Art History, Criticism and Conservation.	154	105	203	180	181	188	1	0.6%	27	17.5%
50.0705	Drawing.	46	99	86	105	75	89	-30	-28.6%	29	63.0%
50.0708	Painting.	4	2	2	2	6	3	4	200.0%	2	50.0%
50.0709	Sculpture.	1	0	0	0	0	0	0	--	-1	-100.0%
50.0711	Ceramic Arts and Ceramics.	39	26	65	39	34	46	-5	-12.8%	-5	-12.8%
50.0713	Jewelry Arts.	0	0	0	0	1	0	1	--	1	--
50.0901	Music, General	0	0	0	10	0	3	-10	-100.0%	0	--



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CIP	COURSE NAME	2018	2019	2020	2021	2022	FY 2020-2022 3-Year Average	FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
							Number	Number	Percent	Number	Percent
50.0902	Music History, Literature, and Theory.	1,124	1,250	1,041	1,197	1,085	1,108	-112	-9.4%	-39	-3.5%
50.0903	Music Performance, General.	134	218	405	335	399	380	64	19.1%	265	197.8%
50.0904	Music Theory and Composition.	48	59	89	74	186	116	112	151.4%	138	287.5%
50.0910	Jazz/Jazz Studies.	0	3	0	0	0	0	0	--	0	--
50.0913	Music Technology.	0	2	0	0	1	0	1	--	1	--
50.9996	Certification/Licensure Review.	0	0	1	0	0	0	0	--	0	--
50.9997	Topics.	0	0	4	9	8	7	-1	-11.1%	8	--
51.0000	Health Services/Allied Health/Health Sciences, General.	680	1,184	1,506	1,515	2,121	1,714	606	40.0%	1,441	211.9%
51.0001	Health and Wellness, General.	9	12	0	0	0	0	0	--	-9	-100.0%
51.0705	Medical Office Management/Administration.	0	0	2	1	0	1	-1	-100.0%	0	--
51.0707	Health Information/Medical Records Technology/Technician.	404	404	273	345	239	286	-106	-30.7%	-165	-40.8%
51.0708	Medical Transcription/Transcriptionist.	107	128	180	205	159	181	-46	-22.4%	52	48.6%
51.0710	Medical Office Assistant/Specialist.	2,027	2,269	2,803	2,807	2,777	2,796	-30	-1.1%	750	37.0%
51.0714	Medical Insurance Specialist/Medical Biller.	0	0	2	0	0	1	0	--	0	--
51.0801	Medical/Clinical Assistant.	52	65	51	81	79	70	-2	-2.5%	27	51.9%
51.0805	Pharmacy Technician/Assistant.	0	0	2	1	0	1	-1	-100.0%	0	--
51.0810	Emergency Care Attendant (EMT Ambulance).	205	0	0	1	0	0	-1	-100.0%	-205	-100.0%
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	452	348	416	352	398	389	46	13.1%	-54	-11.9%
51.0907	Medical Radiologic Technology/Science - Radiation Therapist.	1	4	0	0	0	0	0	--	-1	-100.0%
51.0908	Respiratory Care Therapy/Therapist.	150	21	8	0	0	3	0	--	-150	-100.0%
51.0913	Athletic Training/Trainer.	11	0	0	3	0	1	-3	-100.0%	-11	-100.0%
51.1004	Clinical/Medical Laboratory Technician.	31	2	61	25	7	31	-18	-72.0%	-24	-77.4%
51.1009	Phlebotomy Technician/Phlebotomist.	0	0	0	2	0	1	-2	-100.0%	0	--
51.2201	Public Health, General.	0	75	54	57	69	60	12	21.1%	69	--
51.3104	Dietitian Assistant.	29	22	19	11	3	11	-8	-72.7%	-26	-89.7%
51.3501	Massage Therapy/Therapeutic Massage.	14	14	15	11	9	12	-2	-18.2%	-5	-35.7%
51.3801	Registered Nursing/Registered Nurse.	1	0	0	0	0	0	0	--	-1	-100.0%
51.3901	Licensed Practical/Vocational Nurse Training.	16	28	27	46	17	30	-29	-63.0%	1	6.3%
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide. (Includes existing programs in 2020 moved from 51.1620)	2,697	2,730	2,878	2,695	3,151	2,908	456	16.9%	454	16.8%
51.9994	Career Exploration.	592	405	371	384	485	413	101	26.3%	-107	-18.1%
51.9997	Topics. (1.2 only)	49	38	29	23	26	26	3	13.0%	-23	-46.9%
51.9998	Internships. (1.2 only)	2	10	9	16	5	10	-11	-68.8%	3	150.0%
51.9999	Health Professions and Related Clinical Sciences, Other.	387	363	415	338	346	366	8	2.4%	-41	-10.6%
52.0101	Business/Commerce, General.	875	1,496	1,537	1,820	1,867	1,741	47	2.6%	992	113.4%
52.0201	Business Administration and Management, General.	127	151	157	147	196	167	49	33.3%	69	54.3%
52.0203	Logistics, Materials, and Supply Chain Management	0	0	0	1	0	0	-1	-100.0%	0	--
52.0301	Accounting.	225	289	279	312	367	319	55	17.6%	142	63.1%
52.0302	Accounting Technology/Technician and Bookkeeping.	840	723	666	650	915	744	265	40.8%	75	8.9%
52.0401	Administrative Assistant and Secretarial Science, General.	1,009	1,111	1,398	1,168	1,252	1,273	84	7.2%	243	24.1%
52.0407	Business/Office Automation/Technology/Data Entry.	2,091	2,525	2,505	2,178	2,444	2,376	266	12.2%	353	16.9%
52.0408	General Office Occupations and Clerical Services.	2,038	2,113	2,070	1,154	1,270	1,498	116	10.1%	-768	-37.7%
52.0411	Customer Service Support/Call Center/Teleservice Operation.	25	10	30	49	86	55	37	75.5%	61	244.0%
52.0701	Entrepreneurship/Entrepreneurial Studies.	988	1,146	1,239	1,622	2,660	1,840	1,038	64.0%	1,672	169.2%
52.0703	Small Business Administration/Management.	140	140	461	479	472	471	-7	-1.5%	332	237.1%
52.0801	Finance, General.	0	18	18	14	11	14	-3	-21.4%	11	--
52.0803	Banking and Financial Support Services.	99	126	303	151	299	251	148	98.0%	200	202.0%
52.0807	Investments and Securities.	0	32	34	26	19	26	-7	-26.9%	19	--
52.0903	Tourism and Travel Services Management.	9	6	13	11	11	12	0	0.0%	2	22.2%
52.0904	Hotel/Motel Administration/Management.	21	12	13	30	44	29	14	46.7%	23	109.5%
52.1001	Human Resources Management/Personnel Administration, General.	0	4	57	76	129	87	53	69.7%	129	--
52.1002	Labor and Industrial Relations.	0	1	0	0	0	0	0	--	0	--
52.1003	Organizational Behavior Studies.	20	19	23	23	31	26	8	34.8%	11	55.0%
52.1101	International Business/Trade/Commerce.	1	1	0	0	0	0	0	--	-1	-100.0%
52.1401	Marketing/Marketing Management, General.	522	547	716	740	777	744	37	5.0%	255	48.9%
52.1402	Marketing Research.	20	18	32	24	269	108	245	1020.8%	249	1245.0%
52.1803	Retailing and Retail Operations.	0	0	1	0	0	0	0	--	0	--





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CIP	COURSE NAME	2018	2019	2020	2021	FY 2020-2022 3-Year Average		FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
						2022	Number	Number	Percent	Number	Percent
52.1804	Selling Skills and Sales Operations.	31	21	46	62	54	54	-8	-12.9%	23	74.2%
52.1902	Fashion Merchandising.	62	38	47	140	157	115	17	12.1%	95	153.2%
52.1905	Tourism and Travel Services Marketing Operations.	0	0	6	4	10	7	6	150.0%	10	--
52.2001	Construction Management, General	0	0	0	4	4	3	0	0.0%	4	--
52.9994	Career Exploration.	295	291	354	218	426	333	208	95.4%	131	44.4%
52.9996	Certification/Licensure Review.	10	0	0	0	0	0	0	--	-10	-100.0%
52.9997	Topics.	116	81	60	52	70	61	18	34.6%	-46	-39.7%
52.9998	Internships.	19	6	1	33	41	25	8	24.2%	22	115.8%
52.9999	Business, Management, Marketing, and Related Support Services, Other.	2	6	4	0	1	2	1	--	-1	-50.0%
54.0101	History, General.	850	739	822	938	807	856	-131	-14.0%	-43	-5.1%
54.0102	American History (United States).	4,386	4,002	4,032	4,138	4,384	4,185	246	5.9%	-2	0.0%
54.0103	European History.	1	0	0	0	0	0	0	--	-1	-100.0%
54.0106	Asian History.	55	69	49	41	121	70	80	195.1%	66	120.0%
54.0196	World History	0	1	7	8	3	6	-5	-62.5%	3	--
54.9996	Certification/Licensure Review.	<u>77</u>	<u>45</u>	<u>15</u>	<u>24</u>	<u>48</u>	<u>29</u>	<u>24</u>	<u>100.0%</u>	<u>-29</u>	<u>-37.7%</u>
	TOTALS	117,672	124,614	133,394	130,943	146,391	136,909	15,448	11.8%	28,719	24.4%
	Pure										
	Minimum	0	0	0	0	0	0	-376	-100.0%	-768	-100.0%
	Maximum	19,082	19,798	20,961	21,259	22,122	21,447	1,409	7700.0%	3,040	14900.0%
	Median	22	25	27	27	32	30	1	5.5%	2	5.8%
	Standard Deviation	1,151	1,203	1,276	1,296	1,372	1,312	148	470.1%	289	1123.6%
	Average	290	307	329	323	361	337	38	57.7%	71	175.4%

Includes only Transfer courses and Career and Technical Education courses  
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-14  
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 2-DIGIT CIP  
FOR FISCAL YEARS 2018-2022

CIP	COURSE NAME	2018	2019	2020	2021	FY 2020-2022		FY 2021-2022		FY 2018-2022	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Percent
						2022		Number		Number	
01.	Agriculture, Agriculture Operations, and Related Sciences	1,768	1,693	1,932	2,031	2,348	2,104	317	15.6%	580	32.8%
03.	Natural Resources and Conservation	38	52	8	13	0	7	-13	-100.0%	-38	-100.0%
04.	Architecture and Related Services	38	5	4	3	23	10	20	666.7%	-15	-39.5%
05.	Area, Ethnic, Cultural, Gender, and Group Studies	174	178	157	238	268	221	30	12.6%	94	54.0%
09.	Communication, Journalism and Related Programs	431	619	600	642	655	632	13	2.0%	224	52.0%
10.	Communications, Technologies/Technicians and Support Services	1,091	1,298	1,014	732	818	855	86	11.7%	-273	-25.0%
11.	Computer and Information Sciences and Support Services	6,028	6,319	6,885	5,447	6,382	6,238	935	17.2%	354	5.9%
12.	Personal and Culinary Services	2,686	3,230	3,897	3,351	4,027	3,758	676	20.2%	1,341	49.9%
13.	Education	1,435	1,024	1,172	1,456	1,745	1,458	289	19.8%	310	21.6%
14.	Engineering	119	28	52	74	173	100	99	133.8%	54	45.4%
15.	Engineering Technologies and Engineering-Related Fields	3,412	5,024	5,845	5,016	5,745	5,535	729	14.5%	2,333	68.4%
16.	Foreign Languages, Literatures, and Linguistics	5,582	6,211	5,978	6,075	7,776	6,610	1,701	28.0%	2,194	39.3%
19.	Family and Consumer Sciences/Human Sciences	2,016	2,609	2,707	2,495	3,238	2,813	743	29.8%	1,222	60.6%
22.	Legal Professions and Studies	2	3	1	3	0	1	-3	-100.0%	-2	-100.0%
23.	English Language and Literature/Letters	24,605	25,582	27,402	28,423	29,329	28,385	906	3.2%	4,724	19.2%
24.	Liberal Arts and Sciences, General Studies and Humanities	2,682	2,730	2,788	2,862	2,851	2,834	-11	-0.4%	169	6.3%
26.	Biological and Biomedical Sciences	4,492	4,711	5,035	5,241	5,785	5,354	544	10.4%	1,293	28.8%
27.	Mathematics and Statistics	10,578	11,567	12,882	13,840	14,208	13,643	368	2.7%	3,630	34.3%
30.	Multi/Interdisciplinary Studies	107	101	72	109	84	88	-25	-22.9%	-23	-21.5%
31.	Parks, Recreation, Leisure and Fitness Studies	2,369	2,212	2,159	3,059	3,765	2,994	706	23.1%	1,396	58.9%
32.	Basic Skills and Developmental/Remedial Education	64	68	127	112	215	151	103	92.0%	151	235.9%
36.	Leisure and Recreational Activities	13	16	17	12	16	15	4	33.3%	3	23.1%
38.	Philosophy and Religious Studies	908	981	1,021	720	808	850	88	12.2%	-100	-11.0%
40.	Physical Sciences	2,074	2,233	2,196	2,282	2,401	2,293	119	5.2%	327	15.8%
42.	Psychology	4,168	4,112	4,170	4,226	4,512	4,303	286	6.8%	344	8.3%
43.	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	2,940	2,955	2,963	2,736	2,950	2,883	214	7.8%	10	0.3%
44.	Public Administration and Social Services Professions	53	55	66	54	107	76	53	98.1%	54	101.9%
45.	Social Sciences	3,954	3,783	3,886	3,918	4,112	3,972	194	5.0%	158	4.0%
46.	Construction Trades	681	683	710	773	1,205	896	432	55.9%	524	76.9%
47.	Mechanics and Repair Technologies/Technicians	2,544	2,616	2,901	2,298	3,040	2,746	742	32.3%	496	19.5%
48.	Precision Production	3,595	3,791	4,194	3,246	4,191	3,877	945	29.1%	596	16.6%
49.	Transportation and Materials Moving	8	8	12	10	9	10	-1	-10.0%	1	12.5%
50.	Visual and Performing Arts	4,147	4,208	4,425	4,190	4,469	4,361	279	6.7%	322	7.8%
51.	Health Professions and Related Programs	7,916	8,122	9,121	8,919	9,891	9,310	972	10.9%	1,975	24.9%
52.	Business Management, Marketing, and Related Supportive Services	9,585	10,931	12,070	11,188	13,882	12,380	2,694	24.1%	4,297	44.8%
54.	History	<u>5,369</u>	<u>4,856</u>	<u>4,925</u>	<u>5,149</u>	<u>5,363</u>	<u>5,146</u>	<u>214</u>	<u>4.2%</u>	<u>-6</u>	<u>-0.1%</u>
	TOTALS	117,672	124,614	133,394	130,943	146,391	136,909	15,448	11.8%	28,719	24.4%
	Pure										
	Minimum	2	3	1	3	0	1	-25	-100.0%	-273	-100.0%
	Maximum	24,605	25,582	27,402	28,423	29,329	28,385	2,694	666.7%	4,724	235.9%
	Median	2,222	2,421	2,452	2,397	2,901	2,780	247	12.4%	316	20.5%
	Standard Deviation	4,567	4,819	5,218	5,335	5,640	5,391	555	116.2%	1,243	54.9%
	Average	3,269	3,462	3,705	3,637	4,066	3,803	429	33.4%	798	24.2%

\*Aircraft Pilot (Private) moved from 490107 CIP to 360119 CIP to align with reporting in Table B-13.

Includes only Transfer courses and Career and Technical Education courses

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board  
Table B-15  
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY CAREER CLUSTER  
FOR FISCAL YEARS 2018-2022

Career Clusters Code Title	2018	2019*	2020*	2021*	2022	FY 2020-2022 3-Year Average	FY 2021-2022 1-Year Difference		FY 2018-2022 5-Year Difference	
						Number	Number	Percent	Number	Percent
01 Agriculture, Food & Natural Resources	1,664	1,630	1,889	1,966	2,285	2,047	319	16.2%	621	37.3%
02 Architecture & Construction	870	3,664	1,025	1,184	1,677	1,295	493	41.6%	807	92.8%
03 Arts, Audio/Video Technology & Communications	29,090	30,618	6,040	5,559	5,905	5,835	346	6.2%	-23,185	-79.7%
04 Business Management & Administration	7,682	9,745	13,432	12,327	13,906	13,222	1,579	12.8%	6,224	81.0%
05 Education & Training	14,045	14,722	3,232	4,531	5,581	4,448	1,050	23.2%	-8,464	-60.3%
06 Finance	1,164	176	1,300	1,153	1,611	1,355	458	39.7%	447	38.4%
07 Government & Public Administration	1,535	1,216	1,307	1,552	1,559	1,473	7	0.5%	24	1.6%
08 Health Science	6,370	11,556	5,873	5,617	6,719	6,070	1,102	19.6%	349	5.5%
09 Hospitality & Tourism	1,571	2,213	2,891	2,558	2,965	2,805	407	15.9%	1,394	88.7%
10 Human Services	5,992	4,828	7,891	7,505	8,817	8,071	1,312	17.5%	2,825	47.1%
11 Information Technology	5,599	6,180	6,635	5,235	6,114	5,995	879	16.8%	515	9.2%
12 Law, Public Safety, Corrections & Security	2,842	2,831	2,964	2,739	2,950	2,884	211	7.7%	108	3.8%
13 Manufacturing	6,767	5,989	10,015	8,001	9,886	9,301	1,885	23.6%	3,119	46.1%
14 Marketing	636	624	852	1,277	1,805	1,311	528	41.3%	1,169	183.8%
15 Science, Technology, Engineering & Mathematics	25,371	24,941	23,273	24,472	25,721	24,489	1,249	5.1%	350	1.4%
16 Transportation, Distribution & Logistics	2,035	1,933	2,271	1,899	2,434	2,201	535	28.2%	399	19.6%
17 Other/Transfer	<u>4,439</u>	<u>1,748</u>	<u>42,504</u>	<u>43,368</u>	<u>46,456</u>	<u>44,109</u>	<u>3,088</u>	<u>7.1%</u>	<u>42,017</u>	<u>946.5%</u>
TOTALS	117,672	124,614	133,394	130,943	146,391	136,909	15,448	11.8%	28,719	24.4%
Pure										
Minimum	636	176	852	1,153	1,559	1,295	7	0.5%	-23,185	-79.7%
Maximum	29,090	30,618	42,504	43,368	46,456	44,109	3,088	41.6%	42,017	946.5%
Median	4,439	3,664	3,232	4,531	5,581	4,448	535	16.8%	515	37.3%
Standard Deviation	8,393.9	8,754.9	10,609.5	10,845.6	11,500.7	10,978.4	765.1	12.7%	12,216.2	229.8%
Average	6,922	7,330	7,847	7,703	8,611	8,053	909	19.0%	1,689	86.1%

\*The CIP cluster crosswalk was updated in FY 2019, FY 2020, and FY 2021.  
Includes only Transfer courses and Career and Technical Education courses  
The Career Cluster brand is a registered trademark of Advance CTE  
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Illinois Community College Board

Table B-16

DUAL CREDIT COURSE ENROLLMENT BY INSTRUCTIONAL SITE AND BY COLLEGE  
FISCAL YEAR 2022



Dist. <u>No. District/College</u>	Main College <u>Campus</u>	High School <u>Campus</u>	Off-Campus College <u>Facility</u>	Online/ <u>Internet</u>	Distance <u>Learning</u>	Other/ Unknown <u>Location</u>	<u>Total</u>
503 Black Hawk	26	2,669	69	319	0	34	3,117
518 Carl Sandburg	139	976	124	1,068	0	0	2,307
508 City Colleges of Chicago	(16)	(0)	(8,435)	(0)	(0)	(293)	(8,744)
02 Harold Washington	0	0	1,951	0	0	20	1,971
04 Harry S Truman	0	0	278	0	0	205	483
01 Kennedy-King	0	0	559	0	0	1	560
03 Malcolm X	16	0	689	0	0	17	722
05 Olive-Harvey	0	0	805	0	0	23	828
06 Richard J. Daley	0	0	2,152	0	0	18	2,170
07 Wilbur Wright	0	0	2,001	0	0	9	2,010
502 College of DuPage	0	6,125	1,787	0	0	153	8,065
532 College of Lake County	35	2,667	49	69	0	268	3,088
507 Danville Area	1,119	728	0	416	0	0	2,263
509 Elgin	907	817	85	931	0	1,015	3,755
512 Harper	136	7,529	0	64	0	0	7,729
540 Heartland	93	3,440	0	299	28	0	3,860
519 Highland	180	1,357	0	7	0	279	1,823
514 Illinois Central	434	4,295	0	518	0	883	6,130
529 Illinois Eastern	(697)	(2,872)	(125)	(0)	(0)	(91)	(3,785)
04 Frontier	74	1,024	10	0	0	51	1,159
01 Lincoln Trail	244	337	105	0	0	0	686
02 Olney Central	276	901	10	0	0	4	1,191
03 Wabash Valley	103	610	0	0	0	36	749
513 Illinois Valley	0	1,366	0	147	0	0	1,513
530 John A. Logan	91	2,153	264	23	0	0	2,531
539 John Wood	14	413	46	0	0	5	478
525 Joliet Junior	0	8,185	0	0	0	0	8,185
520 Kankakee	0	0	0	0	0	936	936
501 Kaskaskia	0	5,897	34	13	0	0	5,944
523 Kishwaukee	477	864	0	130	0	0	1,471
517 Lake Land	97	3,483	0	168	0	0	3,748
536 Lewis and Clark	0	4,321	0	0	0	0	4,321
526 Lincoln Land	4	2,354	0	3	0	427	2,788
528 McHenry County	0	8,889	0	0	0	180	9,069
524 Moraine Valley	0	5,618	0	0	0	0	5,618
527 Morton	0	1,259	0	0	0	0	1,259
535 Oakton	0	3,626	0	20	0	38	3,684
505 Parkland	361	1,308	262	369	0	3	2,303
515 Prairie State	0	717	0	0	0	0	717
521 Rend Lake	195	1,942	207	0	85	13	2,442
537 Richland	675	1,089	51	345	0	0	2,160
511 Rock Valley	1,915	642	2	955	0	0	3,514
506 Sauk Valley	315	1,095	0	156	0	0	1,566
531 Shawnee	0	934	0	0	0	0	934
510 South Suburban	0	4,208	0	0	0	0	4,208
533 Southeastern Illinois	43	1,117	0	258	18	26	1,462
522 Southwestern Illinois	1,957	6,702	77	115	14	0	8,865
534 Spoon River	53	474	84	196	5	147	959
504 Triton	0	0	0	0	0	4,434	4,434
516 Waubensee	<u>141</u>	<u>4,925</u>	<u>1,302</u>	<u>213</u>	<u>0</u>	<u>35</u>	<u>6,616</u>
TOTALS	10,120	107,056	13,003	6,802	150	9,260	146,391

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Item #12.4  
June 2, 2023

Illinois Community College Board

**SPRING 2023 LEGISLATIVE REPORT**  
**103RD GENERAL ASSEMBLY**

Matt Berry will provide a written report summarizing legislative action taken during the Spring 2023 session. The General Assembly is scheduled to adjourn by May 31, 2023.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD  
ADMINISTRATIVE RULES  
(Future Consideration)**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Public Act 101-0654 (effective March 8, 2021) was part of the Education Pillar of the Black Caucus legislative changes. The act required that all public colleges submit a detailed plan that scales developmental education reform in evidence-based developmental education model that maximizes the likelihood that a student could complete an introductory college-level course within their first two semesters at the college. The reports were to specifically address expected improvements in educational outcomes for black students because of the proposed reforms. The act set several requirements, including a report on the status of developmental education at institutions beginning in 2023 and a placement policy report and collection of data, which should be disaggregated to help consider additional requirements for reporting and/or evaluation.

These proposed rules are being submitted to the Board for discussion prior to publication in the Illinois Register for the formal public comment period. They will be brought back to the Board for approval before submission to JCAR for final review.

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

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

Section	
1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)

Item #12.5a  
June 2, 2023

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
1501.312	Extension of Curricular/Credit Courses
1501.313	Dual Credit

SUBPART D: STUDENTS

Section	
1501.401	Definition of Terms (Repealed)
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section	
1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits

1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
1501.508	Special Populations Grants (Repealed)
1501.509	Workforce Preparation Grants (Repealed)
1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants (Repealed)

#### SUBPART F: CAPITAL PROJECTS

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

#### SUBPART G: STATE COMMUNITY COLLEGE

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

#### SUBPART H: PERSONNEL

Section	
1501.801	Definition of Terms
1501.802	Sabbatical Leave
1501.803	Employment Contracts
1501.804	President and Chancellor Performance Review



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. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2021; amended at 45 Ill. Reg. 12514, effective September 21, 2021; emergency amendment at 46 Ill. Reg. 15357, effective August 24, 2022, for a maximum of 150 days; emergency rule expired January 20, 2023; amended at 47 Ill. Reg. 2227, effective February 1, 2023; amended at 47 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_

**SUBPART C: PROGRAMS**

**Section 1501.301 Definition of Terms**

"Adult Basic Education" means basic skills courses designed to bring students to a competency of Grade 8 equivalency, including English as a Second Language.

"Adult Secondary Education" means courses designed to bring students to a competency of Grade 12 equivalency, including English as a Second Language, and the high school equivalency examination preparation.

"Associate Degree" means an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

"Associate in Applied Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

"Associate in Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

"Associate in Engineering Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

"Associate in Fine Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

"Associate in General Studies Degree" means an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

"Associate in Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

"Baccalaureate/Transfer Education" means coursework intended to prepare individuals for transfer into a baccalaureate curriculum in a related field of study.

"Branch" means an administrative unit of a college that has a continuing educational mission and serves as a secondary instructional site for the college.

"Bridge Instruction" means coursework in adult education, remedial education, career and technical education, vocational skills education, or a combination of these types of education, to prepare individuals for entering credit courses and curricula.

"Campus" means an organized administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college.

"Career and Technical Education" means organized educational programs of study that prepare students for employment in a specific field and should be aligned with related secondary and/or upper-division programs that require a common knowledge and skill set.

"Certificate" means an award for satisfactory completion of a series of courses or curriculum of less than 59 semester credit hours.

"General Certificate" means a noncredit award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or general studies.

"Occupational or Career and Technical Certificate" means a credit award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field.

"College" means a district's administrative unit that is authorized by the Illinois Board of Higher Education to grant postsecondary-level degrees and certificates, is recognized by the ICCB, and provides a comprehensive program of instruction in accordance with Section 1-2(e) of the Act.

"Contact Hour" means instructional time based on a 50-60 minute clock hour of instructional activity that may include classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

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

"Course" means a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter.

"Credit for Prior Learning" means evaluation and assessment of a student's life learning through employment, training and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification or advanced standing toward further education or training.

"Curriculum" means an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

"District Curriculum" means a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

"General Studies Curriculum" means a curriculum designed to meet individual student goals, in the promotion of personal improvement and self-understanding.

"Regional Curriculum" means a curriculum approved for offering within a particular region of the State, on the basis of student interest and employment demand within the region. An institution holding authority to offer a regional curriculum shall not exclude additional districts, including those within the defined

region or regional consortia of colleges, from requesting approval to offer the same curriculum in its district.

"Statewide Curriculum" means a curriculum approved for offering on the basis of student interest and employment demand statewide. An institution holding authority to offer a statewide curriculum shall not exclude additional districts from requesting approval to offer the same curriculum statewide, regionally or in its district.

*"Dual Credit Course" means a college course taken by a high school student for credit at both the college and high school level [110 ILCS 27/5].*

"Educational Agency" means an agency, corporation, or other defined legal entity that offers instruction.

"Electronic Exchange System" means an online tool for organizing ICCB proposals and tracking their status.

"Extension Center" means an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

"GECC" means the General Education Core Curriculum of the Illinois Articulation Initiative.

"General Education Core Curriculum Credential" or "GECC Credential" means a credential provided by the college for completion of the 37 to 41 credit hours to satisfy the GECC.

"Higher Learning Commission" or "HLC" means an independent corporation that serves as one of six regional institutional accreditors in the U.S. and accredits degree-granting post-secondary educational institutions in the North Central Region, which includes Illinois.

"Instructional Activity" means classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

"Internship/Practicum" means a course of planned and supervised training that allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

"Laboratory" means a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

"Lecture" means a course presented in an oral or related format that allows for content to be discussed among class participants.

"Multiple Measures Placement" means the use of more than one single, individual assessment measure to determine student's readiness for coursework, and subsequent placement into credit-bearing coursework, of which the demonstration of readiness shall be satisfied by a student meeting the established readiness threshold on any of the single, individual measures.

"PBVS Program of Study" means any of the programs listed in Section 10 of the Career and Workforce Transition Act [110 ILCS 151].

"Principal Site" means the official mailing address of the college.

"Private Business Vocational School" or "PBVS" means a non-degree granting institution that is regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 [105 ILCS 426] and that is nationally accredited by an accreditor approved by the U.S. Department of Education.

"Public Service" means noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community, designed to be of service to the public.

"Remedial Education" means courses in computation, communication (that is, writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered before entry into postsecondary education.

"Research" means investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply those revised theories.

"Secondary School" means a private or parochial secondary school, public secondary school district, or public unit school district.

"Unit of Instruction" means any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.

Any existing organized program of study offered at a new geographical location outside of the college district.

Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus or branch.

"Unit of Research or Public Service" means a college's subdivision (e.g., a division, institute or center) that administers one or more research or public service programs.

"Vocational Skills Education" means courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry.

(Source: Amended at 47 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 1501.314 Multiple Measures Placement**

**a) Mathematics**

- 1) A student's cumulative high school grade point average.
- 2) A student's successful completion of an appropriate, ICCB approved high school transition course in mathematics including:
  - A) TM 001 - STEM
  - B) TM 002 – Quantitative Literacy and Statistics
  - C) TM 003 – Technical Math (CTE)
- 3) A student's successful completion of an appropriate developmental education course.
- 4) A student's successful completion of an introductory college-level English language or mathematics course at another regionally accredited postsecondary educational institution.
  - A) In determining the placement of a student in introductory college-level mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level mathematics course.
- 5) Other single, individual measures that the community college deems appropriate.
- 6) To establish maximum values for each of these measures in items 1) – 5) colleges shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018.
- 7) Community colleges may accept scores lower than those set forth in the Illinois Council of Community College Presidents, at their discretion.
- 8) If the Illinois Council of Community College Presidents approves any revised recommendations for determining the placement of students in introductory college-level mathematics courses in response to changes in scoring systems, the introduction and use of additional measures, or evidence that demonstrates the inaccuracy in the use of scores in previous recommendations, then, within one year after the date of the adoption of those revised recommendations, colleges shall utilize the revised recommendations.

**b) English**

- 1) A student's cumulative high school grade point average.
  - 2) A student's successful completion of an appropriate, ICCB approved high school transition course in English including:
    - A) TE 001 – ELA Transitional English
  - 3) A student's successful completion of an appropriate developmental education course.
  - 4) A student's successful completion of an introductory college-level English language at another regionally accredited postsecondary educational institution.
    - A) In determining the placement of a student in introductory college-level English language a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level English language course.
  - 5) Other single, individual measures that the community college deems appropriate.
  - 6) To establish maximum values for each of these measures in items 1) – 5) colleges shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018.
  - 7) Community colleges may accept scores lower than those set forth in the Illinois Council of Community College Presidents, at their discretion.
  - 8) If the Illinois Council of Community College Presidents approves any revised recommendations for determining the placement of students in introductory college-level English language courses in response to changes in scoring systems, the introduction and use of additional measures, or evidence that demonstrates the inaccuracy in the use of scores in previous recommendations, then, within one year after the date of the adoption of those revised recommendations, colleges shall utilize the revised recommendations.
- c) Public Posting. Each institution of higher education shall publicly post its placement policy in a manner that is easily accessible to both students and prospective students.
- d) Planning and Reporting. Each community college shall annually submit to the Illinois Community College Board its institutional plan for scaling evidence-based developmental education reforms, in a format provided by the ICCB. At a minimum, a plan submitted by an institution shall include all the following:
- 1) A description of the current developmental education models offered by the institution.
  - 2) A description of the developmental education models that will be implemented in the upcoming academic year.

A) The basis of the evidence and associated data that the institution considered in making the decision to scale each model.

3) Baseline data and benchmarks for progress, including, but not limited to,

A) enrollment in credit-bearing English language or mathematics courses,

B) rates of successful completion of introductory college-level English language or mathematics courses, and

C) college-credit accumulation.

~~2)4)~~ Plans for improving outcomes for all students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. The plan shall provide details about the expected improvements in educational outcomes for Black students as a result of the proposed reforms.

(Source: Amended at 47 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)



Illinois Community College Board

**EXECUTIVE SESSION**

**ONLY to be read if entering into executive session.**

**Mr. Chair reads:**

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

**A Board member will then read the following motion:**

**(All reasons for entering Executive Session must be clearly stated during the reading of the motion)**

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

**Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.**