

Agenda
470th Meeting of the
Illinois Community College Board

Lake Land College
Board and Administration Center
Room 11
5001 Lake Land Blvd.
Mattoon, IL

March 27, 2026

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**APPOINTMENT TO THE ILLINOIS COMMUNITY COLLEGE
SYSTEM FOUNDATION BOARD**

Chair Sylvia Jenkins will ask the Board to appoint a current ICCB Board member to the Illinois Community College System Foundation Board. This Board member will be representing the ICCB.

Chair Jenkins: I would like to open the floor for nominations for the position of the member of the Illinois Community College System Foundation Board?

(Board member is nominated)

Chair Jenkins: Is there a motion to close the floor for nominations for the position of member of the Illinois Community College System Foundation Board?

Motion made by: _____ Motion seconded by: _____

Ann Knoedler take Roll.

Chair Jenkins: (Name of the Board Member) will serve on the Illinois Community College System Foundation Board on behalf of the Illinois Community College Board.

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COMMUNITY COLLEGE SPOTLIGHT: LAKELAND COLLEGE

Continuing our goal of highlighting the good work taking place across the Illinois Community College System, Lake Land College will provide a presentation on its many programs offered in partnership with the Illinois Department of Corrections (IDOC) and may also highlight other areas in which the college excels, demonstrating how Illinois community colleges extend access to high-quality education while strengthening local economies and public safety across the state. Through its partnership with the IDOC, Lakeland delivers college-level education inside twenty-five correctional facilities across the state to support successful re-entry, workforce readiness, and reduced recidivism. The college offers career and technical education, industry-recognized credentials, adult education, and college-credit pathways that align with regional employer needs.

These highlights are intended to provide meaningful context for Board discussions and to deepen understanding of how colleges support students, respond to local needs, and contribute to communities across the state. Illinois community colleges are a significant strength of the state's higher education landscape, reflecting innovation, resilience, and a strong commitment to access, equity, workforce development, and student success. Highlighting the work of colleges offers an ongoing, practical opportunity to learn from the diversity of institutions within the system, the strengths they bring, and the real-world conditions in which they operate. The intent is to recognize and support the work colleges do every day, while grounding Board-level policy and oversight discussions in lived campus experience.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT 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:

- Call to Order

- Workforce Education:
 - Report to the Governor and General Assembly
 - FY25 Adult Education and Literacy Report
 - Local Presentation on Adult Education
 - Chris Strohl, Dean for Workforce Solutions and Community Education, Lake Land College

- Academic Affairs and Student Service
 - ICCB Recognition Manual 2026-2030

- New Units of Instruction

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FINANCE, 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:

- Public Relations and Marketing Update
- Spring 2026 Illinois Community College Opening Enrollment Report
- Governor's Fiscal Year 2027 Budget Recommendations
- Spring 2026 Legislative Update
- Administrative Rules: Dual Credit

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**GOVERNOR'S FISCAL YEAR 2027 BUDGET RECOMMENDATIONS AND LEGISLATIVE
UPDATE**

On February 18, 2026, Governor Pritzker delivered his proposed Fiscal Year 2027 budget to the Illinois General Assembly and residents. The budget address focused on maintaining strong fiscal responsibility, improving affordability for working families, and preserving core services.

The Governor's proposed budget includes a one percent increase (\$3.1 million) over fiscal year 2026 appropriations for Base Operating, Equalization and City Colleges grants. The budget recommendation also includes continued funding for statewide initiatives.

In response to the challenging budget outlook, the budget recommends elimination of funding for the PATH Grant Program, and a reduction in funding for Advanced Manufacturing-Electric Vehicles and Illinois National Guard/Veterans grants.

A presentation will be provided during the Board meeting on the Governor's proposed Fiscal Year 2027 budget. This presentation will also include a legislative update.

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COMMUNITY COLLEGES OF ILLINOIS ECONOMIC IMPACT STUDY UPDATE

An update and preliminary findings will be shared from the soon to be released Illinois Community College System Economic Impact Study. The Illinois Community College System generates substantial value for students, employers, and the state as a whole. Beyond providing education and training that strengthen students' employability and long-term career prospects, the colleges inject new spending into local economies and contribute to a more skilled and productive workforce. The study outlines the system's economic impact on Illinois through operational spending, student and business expenditures, and workforce contributions, as well as an investment analysis demonstrating the return provided to students, taxpayers, and society.

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

City Colleges of Chicago: Harry S Truman College, Richard J. Daley College, and Wilbur Wright College

- Artificial Intelligence and Machine Learning A.A.S. degree (61 credit hours)
- Artificial Intelligence and Machine Learning Advanced Certificate (31 credit hours)

College of DuPage

- Bookkeeping and Payroll Management A.A.S. degree (60 credit hours)
- Cyber Threat Intelligence A.A.S. degree (60 credit hours)
- Data Analytics A.A.S. degree (60 credit hours)
- Healthcare Management A.A.S. degree (61 credit hours)
- Industrial Maintenance Certificate (30 credit hours)

Kankakee Community College

- Information Technology A.A.S. degree (61 credit hours)
- Information Technology Specialist Certificate (33 credit hours)

Kennedy-King College

- Licensed Certified Professional Midwifery A.A.S. degree (72 credit hours)

College of Lake County

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

Lake Land College

- Welding A.A.S. degree (60 credit hours)
- Welding A.A.S. (Competency Based Education Format/CBE) (60 credit hours)

Olive-Harvey College

- Associate in Engineering Science (A.E.S.) degree (64 credit hours)

Richard J. Daley College

- Data Center Operations Engineering Technology A.A.S. degree (61 credit hours)

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Shawnee Community College

- Paramedicine A.A.S. degree (69.5 credit hours)
- Paramedicine Certificate (49.5 credit hours)

Wilbur Wright College

- Mechatronics Engineering Technology Certificate (30 credit hours)

BACKGROUND

**Harry S Truman College, Richard J. Daley College,
and Wilbur Wright College**

Artificial Intelligence and Machine Learning Development A.A.S. (61 credit hours)

Artificial Intelligence and Machine Learning Development Advanced Certificate (31 credit hours)

Program Purpose: These programs will prepare students for entry-level employment and advancement opportunities in the information technology field utilizing artificial intelligence (AI) and machine learning skills.

Catalog Description: AI and Machine Learning Development A.A.S. – The Associate of Applied Science degree in Artificial Intelligence and Machine Learning Development is a comprehensive program designed to equip students with the skills and knowledge necessary to thrive in the dynamic field of Artificial Intelligence and Machine Learning. Students will gain hands-on experience with the latest technologies and best practices in the industry, preparing them for a variety of roles in the rapidly evolving Artificial Intelligence (AI) and Machine Learning (ML) landscape. This degree offers a combination of theoretical understanding and practical experience, covering key areas such as data processing, supervised and unsupervised learning, neural networks, deep learning, model deployment, Natural Language Processing (NLP), Computer vision/Image Processing, and Ethics in Technology.

Catalog Description: AI and Machine Learning Development Advanced Certificate – This Advanced Certificate serves as a gateway to sustainable careers in Artificial Intelligence and Machine Learning for students new to the field. The Program is an introduction to computer technology and is structured to provide students with the skills necessary to excel in the rapidly evolving field of Artificial Intelligence and Machine Learning Development. This comprehensive program covers multiple topics including Programming fundamentals, basic networking, introduction to AI, Operating Systems, Databases, Machine Learning and Ethics. Students will engage in both theoretical and hands-on learning, preparing them for a variety of roles in the IT industry. The curriculum is organized to provide a deep understanding of AI and machine learning.

Curricular Information: AI and Machine Learning Development A.A.S. - The curriculum includes 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical coursework includes instruction in computer operations, introductory and advanced operating systems, networking essentials, client-server database, data visualization and presentation for business, introductory cloud computing, introductory AI, machine learning essentials, natural language processing, deep learning essentials, computer vision and image processing, Python programming, ethics in information technology, and a required work-based learning experience with an employer utilizing AI and machine learning tools.

AI and Machine Learning Development Advanced Certificate – This curriculum includes a 31-credit hour subset of coursework from the A.A.S. degree.

Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance in the work-based learning experience by program faculty and worksite supervisor, and through completion of comprehensive project.

Justification for Credit hours required: The proposed programs exceed 60 credit hours (for the degree) and 30 credit hours (for the certificate) by one (1) credit hour. This results from a required four (4) credit hour mathematics course program developers considered necessary for supporting the career and technical content of the curriculum.

Accrediting Information: Harry S Truman College, Richard J. Daley College, and Wilbur Wright College are accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Diversity, Equity & Inclusion Efforts: City Colleges of Chicago is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students across the City is a key part of the District’s equity plan. Offering programs across multiple institutions across the District helps provide students from all geographically and economically diverse areas have equitable access to training considered in demand throughout the City. The colleges currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The colleges continue to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The colleges regularly promote 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 colleges continue their 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 colleges 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 information technology 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 occupations related to AI and Machine Learning are expected to increase by an average of 8.4% statewide through 2032.

Table 1: Employer Partners (all institutions)

Employer	Location
Accenture	Chicago, IL
AON	Chicago, IL
AWS	Chicago, IL
Microsoft	Chicago, IL (corporate office)
Google	Chicago, IL
SDI Presence	Chicago, IL
Xchange Chicago	Chicago, IL
University of Chicago	Chicago, IL
Northwestern Medicine	Chicago, IL
McDonald’s Corporation	Chicago, IL
J.P. Morgan Chase	Chicago, IL
Rush University Medical Center	Chicago, IL
FHL Bank	Chicago, IL
Cognizant	Chicago, IL
Allstate	Northbrook, IL

Table 2b: Projected Enrollments: Harry S Truman College

AI and Machine Learning Dev AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	5	8	12
Part-Time Enrollments:	5	5	8
Completions:	-	3	9

AI and Machine Learning Dev Adv Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	3	6	10
Part-Time Enrollments:	3	6	10
Completions:	1	3	7

Table 2b: Richard J. Daley College

AI and Machine Learning Dev AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	2	4	6
Part-Time Enrollments:	2	3	4

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Completions:	-	-	3
AI and Machine Learning Dev Adv Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	2	3	4
Part-Time Enrollments:	3	3	4
Completions:	-	-	2

Table 2c: Projected Enrollments: Wilbur Wright College

AI and Machine Learning Dev AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	12	18	28
Part-Time Enrollments:	5	8	14
Completions:	-	8	18

AI and Machine Learning Dev Adv Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	8	12	24
Part-Time Enrollments:	5	7	12
Completions:	-	6	14

Financial / Budgetary Information: Note individual Financial Information (Table 3) and Faculty Needs (Table 4) Tables for each institution included in the application. Qualified faculty will hold at least a Masters degree in Computer Science or a closely related Information Technology field, have at least one (1) year work experience with experience in AI/Machine Learning preferred, and at least two (2) years teaching experience. Resources such as classroom space, equipment, and software will be shared with existing IT-related curricula currently being offered. The program will be supported fiscally through student tuition and fees.

Table 3a: Financial Information: Harry S Truman College (both programs)

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$87,000	\$0
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$0	\$87,000	\$0

Table 3b: Financial Information: Richard J. Daley College (both programs)

	First Year	Second Year	Third Year
Faculty Costs	\$20,000	\$70,000	\$0
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (software)	\$30,000	\$30,000	\$30,000
TOTAL NEW COSTS	\$50,000	\$100,000	\$30,000

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Table 3c: Financial Information: Wilbur Wright College (both programs)

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$70,000	\$0
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$0	\$70,000	\$0

Table 4a: Faculty Requirements: Harry S Truman College (both programs)

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

Table 4b: Faculty Requirements: Richard J. Daley College (both programs)

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

Table 4c: Faculty Requirements: Wilbur Wright College (both programs)

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

College of DuPage
Bookkeeping and Payroll Management A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement into supervisory and management-level positions within the accounting and bookkeeping profession, specifically related to payroll and bookkeeping functions.

Catalog Description: The Bookkeeping and Payroll Management degree equips students with the essential skills in business bookkeeping and payroll practices. Core coursework covers foundational topics, including financial accounting, managerial accounting, payroll processing, income tax procedures, and financial statement analysis. Students develop hands-on expertise with industry-standard accounting software to manage payroll, track expenses, and maintain accurate financial records.

Curricular Information: The curriculum includes 18 credit hours of required general education, and 42 credit hours of career and technical education coursework. Career and technical coursework includes instruction accounting procedures, financial accounting, payroll accounting, income tax fundamentals, federal taxation, legal environment of business, data analytics for accounting, principles of management, organizational behavior, Microsoft 365 for Business Professionals, data analysis with spreadsheets, QuickBooks, QuickBooks applications, six (6) credit hours in career and technical elective specific to bookkeeping, and a required work-based learning experience. Students will be prepared for several optional industry credentials including QuickBooks, Microsoft Excel, and Internal Revenue Service (IRS) Volunteer Income Tax Assistance certifications. Assessment of student learning will be achieved through evaluation

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of the student’s performance during the work-based learning experience by the worksite supervisor and program faculty.

The proposed A.A.S. degree provides an educational ladder opportunity for students and graduates of the college’s existing Certificates in Bookkeeping, Paraprofessional Accounting, Income Tax Preparation, and Accounting Specialist.

Accrediting Information: College of DuPage is accredited by the Higher Learning Commission. No additional specialized accreditation is required.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: College of DuPage 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Further, the college delivers outreach using multiple languages of the community including English and Spanish. Programs such as TRIO support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from a variety of local employers who employ bookkeeping and payroll specialists and managers.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to bookkeeping are expected to increase by an average statewide of 5% through the year 2032.

Table 1: Employer Partners

Employer	Location
Crowe	Oakbrook, IL
Andersen Tax	Chicago, IL
Gorden & Company	Oakbrook, IL
Deloitte	Chicago, IL
Burke & Conneely, CPA	Westmont, IL

Table 2: Projected Enrollments

Bookkeeping & Payroll Mgt A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	22	34
Part-Time Enrollments:	20	36	40
Completions:	-	10	30

Financial / Budgetary Information: The program will require two (2) existing full-time faculty the first year. One (1) new part-time faculty will be added during the second year of the program. Qualified faculty will hold a Bachelors degree in Accounting; have at least three (3) years work experience, and one (1) year teaching experience. Certified Public Accountant (CPA) licensure is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

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

Table 4: Faculty Requirements

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

College of DuPage
Cyber Threat Intelligence A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment in Information Technology (IT) roles utilizing skills in artificial intelligence for cybersecurity purposes.

Catalog Description: This degree prepares students to work in the growing field of Cyber Threat Intelligence.

Curricular Information: The curriculum includes 18 credit hours in required general education, and 42 credit hours of career and technical education coursework. Career and technical coursework includes instruction in Cyber Threat Intelligence, Cyber Defense, AI Technical Essentials, Ethical Hacking, Introduction to Networks, Network Security Fundamentals, Routing and Switching Essentials, Linux/Unix Operating Systems, Programming Logic and Technique, Python Programming, and Machine Learning. Technical elective options include specialties in wireless networks, virtualization, Enterprise networking, Cloud computing, or computer forensics.

Assessment of student learning will be achieved two-fold. First, through evaluation of the student's performance on a comprehensive AI-driven cybersecurity capstone project; and second, through a comprehensive portfolio review containing artifacts of the student's educational achievements, both conducted by program faculty.

The proposed program adheres to National Security Agency (NSA) guidelines that blend artificial intelligence with conventional cybersecurity curriculum. Further, the program will prepare graduates for the following industry credentialing through CISCO (CISCO Certified Security Technician), CompTIA (CompTIA Security+, CySA+, SecAI+), Microsoft (Ethical Hacker), and Red Hat (Linux/Unix Operating Systems).

Accrediting Information: College of DuPage is accredited by the Higher Learning Commission. No additional specialized accreditation is required, however, the college holds NSA designation as a National Center of Academic Excellence in Cyber Defense and will be seeking optional NSA approval once all appropriate state approvals have been granted.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: College of DuPage 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Further, the college delivers outreach using multiple languages of the community including English and Spanish. Programs such as

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TRIO support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from a variety of local employers who service cybersecurity needs in their businesses and others.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to cybersecurity are expected to increase statewide between 2.5 - 23.3% through the year 2032.

Table 1: Employer Partners

Employer	Location
Sentinel Technologies	Downers Grove, IL
CDW	Vernon Hills, IL
Career Vision	Glen Ellyn, IL

Table 2: Projected Enrollments

Cyber Threat Intelligence A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	20
Part-Time Enrollments:	5	10	20
Completions:	-	5	15

Financial / Budgetary Information: The program will require four (4) existing full-time and six (6) existing part-time faculty the first year. Qualified faculty will hold a Bachelors degree in Computer Networking, Cybersecurity, or closely related field of study; have at least three (3) years work experience, and one year teaching experience. Instructors for vendor-specific certification content will hold the appropriate industry certification through CISCO, Microsoft, or CompTIA. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	4	6	4	6	4	6

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Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities for existing professionals in Information Technology (IT) roles utilizing tools such as data preparation, statistical analysis, and data visualization for data-driven decision-making.

Catalog Description: The Data Analytics A.A.S. degree program prepares students for effective business intelligence, analytics, and data presentation by focusing on business acumen, ethics, data management, and communication. It is designed to connect students to data analysis applications by adapting the appropriate technology and software solutions. Students will choose appropriate data models or data science techniques to solve problems in various disciplines, using large and varied datasets to produce accurate and timely insights.

Curricular Information: The curriculum includes 19 credit hours of required general education, and 41 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory data science, data analysis with spreadsheets, data analytics and visualization, business intelligence analysis and visualizations, database applications, database management, programming logic and technique, artificial intelligence essentials, ethics in artificial intelligence, introductory machine learning, Python programming, and Structured Query Language (SQL). Assessment of student learning will be achieved through evaluation of the student's performance on a comprehensive capstone project by program faculty.

The proposed A.A.S. degree provides an educational ladder opportunity for students and graduates of the college's existing Certificates in Data Analytics, Database Management, and Business Intelligence Analysis. Further, the college has established articulation agreements with Lewis University towards their Bachelors of Science (B.S.) in Computer Science-Software Engineering, and with Governor's State University towards their Bachelors of Science (B.S.) in Software Development.

Accrediting Information: College of DuPage is accredited by the Higher Learning Commission. No additional specialized accreditation is required.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: College of DuPage 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Further, the college delivers outreach using multiple languages of the community including English and Spanish. Programs such as TRIO support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from a variety of local employers who utilize data analytics and visualization in their businesses.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to data analytics are expected to increase statewide between 4.4 – 29.6% through the year 2032.

Table 1: Employer Partners

Employer	Location
Argonne National Laboratory	Lemont, IL
Computer Projects of Illinois (CPI)	Bolingbrook, IL
CVS Health	Buffalo Grove, IL
GCM Grosvenor	Chicago, IL

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Grant Thornton	Highwood, IL
Hewlett-Packert	Naperville, IL
IIT	Chicago, IL
IIT	Wheaton, IL
J.S. Held LLC	Jericho, NY
MCS Consulting	Addison, IL
Microsoft	Downers Grove, IL
Navistar	Multiple Locations, IL
Novanis	Lansing, IL
NTT Data Services	Itasca, IL
Oracle	Naperville, IL
Phosphor Games	Chicago, IL
Quest Diagnostics	Wood Dale, IL
State of IL Central Management Services (CMS)	Chicago, IL
Synegen, Inc.	Wood Dale, IL
The Smart Cube (a WNS Company)	Las Vegas, NV
UL Standards & Engagement	Northbrook, IL
Vail Systems	Deerfield, IL

Table 2: Projected Enrollments

Data Analytics A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	20
Part-Time Enrollments:	5	10	20
Completions:	10	12	15

Financial / Budgetary Information: The program will require nine (9) existing full-time faculty the first year. One (1) new part-time faculty will be added during the second year of the program. Qualified faculty will hold a Bachelors degree in Computer Science, Data Analytics or closely related field of study; hold appropriate industry credentialing for the specific course content; have at least three (3) years work experience, and one year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$15,000	\$140,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (marketing materials)	\$1,000	-	-
TOTAL NEW COSTS	\$1,000	\$15,000	\$140,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	1	1	0
Existing Faculty	9	9	9	9	9	10

College of DuPage
Healthcare Management A.A.S. degree (61 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities into supervisory and management-level positions in the healthcare industry.

Catalog Description: The 2-year Associate of Applied Science in Healthcare Management provides students with foundational knowledge and comprehensive understanding of the operational aspects of healthcare facilities. The program addresses key areas such as health insurance, healthcare revenue cycle, and legal and ethical concepts in healthcare that extend beyond direct patient care. An emphasis is also placed on health information management including electronic health records, data privacy, and compliance with HIPPA and outside accreditors. Students will gain practical knowledge of common healthcare systems and technologies, operations management, and the business aspects of healthcare delivery preparing them for essential support roles in various healthcare settings.

Curricular Information: The curriculum includes 19 credit hours of required general education, and 42 credit hours of career and technical education coursework. Career and technical coursework includes instruction in health records and information systems, legal foundations in healthcare, healthcare communications and professionalism, healthcare reimbursement, healthcare operations and management, healthcare delivery and insurance, biomedical terminology, computer information systems for healthcare, financial accounting, human resources management, and 12 credit hours of career and technical electives. Technical electives are selected from options including physician coding, medical billing, long-term care administration, organizational leadership, business intelligence, and data analytics. Assessment of student learning will be achieved through evaluation of a comprehensive student portfolio including artifacts of the student's educational achievements by program faculty.

The proposed A.A.S. degree provides an educational ladder opportunity for students and graduates of the college's existing Certificates in Healthcare Office Assisting, Medical Billing, Physician Coding, and Long-Term Care Administration.

Accrediting Information: College of DuPage is accredited by the Higher Learning Commission. No additional specialized accreditation is required.

Justification for Credit hours required: College of DuPage requires a minimum of 18 credit hours of general education for A.A.S. degrees. The proposed degree includes the recommendation of Human Anatomy and Physiology (4 credit hours), which equates to an additional credit hour of general education course requirements.

Diversity, Equity & Inclusion Efforts: College of DuPage 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Further, the college delivers outreach using multiple languages of the community including English and Spanish. Programs such as TRIO support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from a variety of local employers of healthcare managers and those in related healthcare leadership roles.

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 "medical and health services managers" is expected to increase statewide by 24.7% through the year 2032.

Table 1: Employer Partners

Employer	Location
Advocate Health	Oakbrook, IL
Context4Health	Naperville, IL
Streamwood Behavioral Health	Streamwood, IL
Northwestern Medicine	Naperville, IL

Table 2: Projected Enrollments

Healthcare Management A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	24	36	48
Part-Time Enrollments:	12	24	36
Completions:	10	20	25

Financial / Budgetary Information: The program will require two (2) existing full-time and one (1) existing part-time faculty the first year. Qualified faculty will hold a Bachelors degree in Healthcare Management, Health Information Technology, or closely related field of study; have at least three (3) years work experience, and one year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

College of DuPage
Industrial Maintenance Certificate (30 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as technicians able to maintain, troubleshoot, and repair industrial and manufacturing equipment.

Catalog Description: The Industrial Maintenance Certificate is designed to create fundamental skillsets needed in the industrial maintenance industry. Students will develop electrical, mechanical, life safety, instrumentation, and automation knowledge.

Curricular Information: The curriculum requires 30 credit hours of career and technical education coursework. Coursework includes instruction in introductory industrial maintenance, introductory electricity and heating/ventilating/air conditioning/refrigeration (HVACR) controls, introductory welding, machine shop fundamentals, hydraulics and pneumatics, facility electric systems, introductory programmable logic controllers (PLCs), mechanical systems, industrial operations, instrumentation

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systems, and the option for technical electives that focus in advanced welding techniques, advanced machine processes, or advanced PLCs. Assessment of student learning in the proposed program will be achieved through evaluation of a capstone course completion with a comprehensive final project by program faculty.

This program will provide an educational ladder opportunity for students in the college's Project HigherEd Apprenticeship program, as well as those who have completed the existing Industrial Controls and Automation, and Entry-level HVACR Certificates.

Accrediting Information: College of DuPage is accredited by the Higher Learning Commission. No further specialized accreditation is required.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: College of DuPage 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Further, the college delivers outreach using multiple languages of the community including English and Spanish. Programs such as TRIO support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from industrial maintenance fields and employers.

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 related occupations in industrial maintenance is expected to increase between 6.1–18% statewide through 2032.

Table 1: Employer Partners

Employer	Location
IGT Logistics	Oak Brook, IL
SomerCor 504	Chicago, IL
Element Materials Technology	Rockford, IL
Kenyeri Engineering & Manufacturing	Downers Grove, IL
Principal Manufacturing	Broadview, IL
Wintrust Commercial Banking	Chicago, IL
Pamarco	Batavia, IL
Chicago Glue & Machine	Itasca, IL
Goat Metal Manufacturing Inc	South Elgin, IL
Ex-Cell Kaiser	Franklin Park, IL
Argon Medical Devices LLC	Wheeling, IL
First American Bank	Elk Grove Village, IL
QualityMTS	Schaumburg, IL
Center Tool Company	Hampshire, IL
Sedwall Manufacturing	St. Charles, IL
Saporito Finishing	Cicero, IL
Schleifring Medical	Elgin, IL
Alliance Specialties & Laser Sales	Wauconda, IL

Table 2: Projected Enrollments

Industrial Maintenance Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	20	40	80
Part-Time Enrollments:	15	30	60
Completions:	10	25	35

Financial / Budgetary Information: The program will require one (1) existing full-time faculty the first year. Qualified faculty will hold at least an Associates degree in Industrial Maintenance or closely related field, have five (5) years work experience in industrial maintenance, and have at least one (1) year related occupational experience. The program will share resources with existing manufacturing programs and otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$100,000	\$0	\$0
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Instructional Supp)	\$25,000	\$28,000	\$30,000
TOTAL NEW COSTS	\$125,000	\$28,000	\$30,000

Table 4: Faculty Requirements

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

Kankakee Community College
Information Technology A.A.S. degree (61 credit hours)
Information Technology Specialist Certificate (33 credit hours)

Program Purpose: These programs prepare students for entry- and mid-level employment in information technology and for advancement opportunities within the information technology field.

Catalog Description: Information Technology A.A.S. degree - The Information Technology A.A.S degree is a comprehensive program designed to provide students with essential skills and knowledge in diverse areas of information technology. This program offers a balanced curriculum covering various aspects of IT, including PC maintenance, networking, LAN (local area network) and WAN (wide area network) technologies, technical support, operating systems, software development, website development, and cybersecurity. Through hands-on classes and practical training, students will gain the expertise needed to excel in the dynamic and rapidly evolving IT industry. Components of this program are designed to help students obtain various industry certifications such as from CompTIA and Oracle.

Catalog Description: Information Technology Specialist Certificate - The Information Technology Specialist certificate is a comprehensive program designed to provide students with essential skills and knowledge in diverse areas of information technology. This program offers a balanced curriculum covering various aspects of IT, including PC maintenance, networking, LAN (local area network) and WAN (wide area network) technologies, technical support, operating systems, software development, website development, and cybersecurity. Through hands-on classes and practical training, students will gain the expertise needed to excel in the dynamic and rapidly evolving IT industry.

Curricular Information: Information 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 includes instruction in introductory information processing, web principles and user experience, IT fundamentals, IT systems and hardware, IT systems and management, mobile application fundamentals, networking technologies, cybersecurity fundamentals, programming logic, Java Levels I and II, Javascript web development, and advanced web development.

Curricular Information: Information Technology Specialist Certificate - This curriculum includes a subset of the required courses from within the proposed degree totaling 33 credit hours.

Graduates of both proposed curricula will be prepared for industry credentialing including CompTIA ITF+, CompTIA A+, CompTIA Network+, uCertify (cybersecurity), Oracle Certified Associate (OCA), and Certified Interactive Web Developer (CIW). Assessment of student learning for both programs will be achieved through evaluation of a final project by program faculty. Both the AAS degree and Certificate programs were granted temporary approval in 2024 and have been in operation for three semesters.

Accrediting Information: Kankakee Community 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 degree curriculum exceeds 60 credit hours by one (1) credit hour to include a required applied technical science course as a part of the general education component. The certificate curriculum exceeds 30 credit hours as it builds on existing certificate programs and includes all the necessary coursework to articulate towards the proposed degree and earn students' industry credentials.

Diversity, Equity & Inclusion Efforts: Kankakee Community 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 focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. KCC participates in the "For Every Student, For Every Community" campaign of The Community Colleges of Illinois to further create diverse, inclusive, and equitable teaching, learning, and work environments. 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 information 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 in occupations related to information technology is expected to increase on average statewide by 10.3% through the year 2032. The degree program provides an educational ladder opportunity for students completing the College's Information Technology Specialist and six (6) existing related IT certificate programs.

Table 1: Employer Partners

Employer	Location
Riverside Healthcare	Kankakee, IL
Converging Network Group	Kankakee, IL
Leading IT	Manteno, IL
Kankakee Area Career Center	Bourbonnais, IL
Economic Alliance of Kankakee County	Kankakee, IL

Table 2: Projected Enrollments

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IT A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	8	14
Part-Time Enrollments:	-	13	15
Completions:	-	-	4

IT Specialist Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	-	6	7
Part-Time Enrollments:	-	10	8
Completions:	-	-	2

Financial / Budgetary Information: The programs required one (1) existing full-time and four (4) existing part-time faculty at implementation. One (1) additional part-time faculty was added during the second year. Qualified faculty will hold at least a Bachelors degree in Information Technology or a closely related computer science field; hold the necessary industry credentials to teach coursework leading towards certification, at least one (1) year work experience in the field, and at least one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$68,500	\$40,209	\$83,854
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Program supplies)	\$250	\$4,678	\$2,250
TOTAL NEW COSTS	\$68,750	\$44,887	\$86,104

Table 4: Faculty Requirements

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

Kennedy-King College

Licensed Certified Professional Midwifery A.A.S. degree (72 credit hours)

Program Purpose: This program will prepare individuals for employment as Licensed Certified Professional Midwives (LCPMs) in the State of Illinois. Midwives fulfill the role of maternity-care providers for individuals seeking home birth or freestanding birthing center options.

Catalog Description: The Licensed Midwifery curriculum prepares graduates to work in direct patient care settings as Licensed Certified Professional Midwives (LCPMs). LCPMs work in the community to independently provide comprehensive prenatal care, attend births at home and in birth centers, and provide postpartum and newborn care in a system which allows for collaboration with and referral to affiliated health care providers. Clinical education is provided at cooperating birth centers, health facilities, and in private homebirth practices. Students entering clinical Internships will be required to provide a criminal background check and drug screening test before or during each rotation. Upon completion of the program students must sit for and pass the North American Registry of Midwives exam in order to be licensed and practice in the field. Primary employment opportunities for LCPMs include birth centers and private midwifery practices. LCPMs may also be employed by state or federal government agencies and by health

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organizations for provision of care in the community, including health education, prenatal and/or postpartum home visitation, STI testing, nutritional counseling for the childbearing year, lactation counseling, newborn/infant assessment in the community, and postpartum depression assessment.

Curricular Information: The curriculum requires 18 credit hours of required general education coursework, and 54 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introduction to midwifery: history, ethics and practice, midwifery fundamentals and skills lab, microbiology for midwives, public health for midwives, physical health assessment, nutrition for childbearing years, well-woman gynecology with laboratory, pharmacology for midwives, antepartum with laboratory, intrapartum, postpartum, newborn laboratory, professional issues in midwifery, midwifery research, midwifery clinical lab, and six (6) levels of clinical practicum experience: birth observation, phase I and II midwifery assisting, phase I and II primary midwifery, and continuity of care. Assessment of student learning will be achieved through evaluation of the student's performance during the clinical practicum phase II: primary midwifery and continuity of care courses by the clinical lab faculty and student supervisor.

The proposed program was designed according to standards of the Midwifery Education Accreditation Council (MEAC). This program will prepare for required licensure in Illinois as a Licensed Certified Professional Midwife (LCPM). Licensure in Illinois is earned through passage of the National Certification Exam administered by the North American Registry of Midwives (NARM). NARM's National Certification Exam leads to the Licensed Certified Professional Midwife credential.

The proposed program also includes embedded certification training for Basic Life Support (BLS/CPR), Neonatal Resuscitation (NRP), and Certified Doula.

Justification for Credit hours required: The curriculum exceeds 60 credit hours to meet the Midwifery Education Accreditation Council (MEAC) certification requirements, and thus the State of Illinois licensure requirements, which includes a required number of contact hours of education and clinical practice. The proposed curriculum ensures that graduates will be fully prepared and clinically competent to provide equitable, evidence-based maternal care in a variety of birth settings.

Accrediting Information: Kennedy-King College is accredited by the Higher Learning Commission. The college will seek pre-accreditation status for the program through the Midwifery Education Accreditation Council (MEAC) following all appropriate state-level approvals and prior to program initiation. Full accreditation may be applied for following the first cohort of student enrollment.

Diversity, Equity & Inclusion Efforts: KKC 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 providing child care and financial aid, including specialized scholarships 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. Related specifically to the proposed program, the college has partnered with the Black Midwifery Collective to promote the within the community. 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 those who practice direct-entry midwifery, from organizations who employ Certified Professional Midwives, and those organizations who provide referral services for non-traditional birthing options.

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. The [Licensed Certified](#)

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[Professional Midwife Practice Act](#) (225 ILCS 64/) was passed in 2021. The Illinois Department of Financial and Professional Regulation (IDFPR) began licensing midwives in 2025. The proposed program meets the criteria for meeting licensure and will be the first of its kind in the State. Local survey data indicates widespread support for a professional midwifery program to help address concerns surrounding accessible maternity care in the District’s most at-risk neighborhoods. National labor market data suggests a growing interest in birthing options outside the traditional hospital/maternity setting.

Table 1: Employer Partners

Employer	Location
Beautiful Things Midwifery and Lactation	Danville, IL
Birth Roots Community Midwifery	Oak Park, IL
Chicago South Side Birth Center	Chicago, IL
PCC Community Wellness Center	Oak Park, IL
San Diego Community Birth Center	San Diego, CA
Profound Birth PLLC	Oswego, IL
Milwaukee Community Midwives	Milwaukee, WI
Wonders of Nature Midwifery	Clinton, IA

Table 2: Projected Enrollments

Licensed Certified Prof Midwifery AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	-	-	-
Completions:	-	10	15

Financial / Budgetary Information: The program will require one (1) new full-time and one (1) new part-time faculty the first year. Faculty qualifications are dependent upon roles. The Program Director and faculty instructors must hold either a Masters degree in Midwifery, or at least a Bachelors degree in Nursing, have completed a direct-entry midwifery training program, hold a Certified Professional Midwife credential, have at least three (3) years of midwife experience, and at least two (2) years teaching experience is preferred. The Clinical Coordinator and clinical preceptors must hold a Certified Professional Midwife credential, have at least three (3) years of midwife experience, and some teaching experience is preferred.

Existing facilities are being converted to laboratory space where needed to adequately support the program. The college has allocated funds in its Capital budget for personnel, equipment, instructional materials, hardware/software and student screening. Costs for the Basic Life Support (BLS) and Neonatal Resuscitation Program (NRP) instructors will be supported by Mackenzie Scott Grant funds through the Black Midwifery Collective. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$280,000	\$420,000	\$532,000
Administrator Costs (incl. in Faculty)	-	-	-
Other Personnel Cost (BLS/NRP Instruction)	\$3,250	\$5,375	\$7,000
Equipment Costs (incl. disposable supplies)	\$102,336	\$5,500	\$7,500
Library/LRC Costs (licensing fees/books)	\$7,802	\$7,000	\$10,500
Facility Costs	-	-	-
Other (hardware/software/student screening)	\$11,750	\$16,375	\$21,750
TOTAL NEW COSTS	\$405,138	\$454,250	\$578,750

Table 4: Faculty Requirements

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

College of Lake County
Biotechnology A.A.S. degree (60 credit hours)

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

Catalog Description: The Biotechnology program provides training in a broad technical background in the laboratory skills required for today's biological and chemical technicians. Covering an array of equipment and processes used in the pharmaceutical and life sciences industries, students will learn basic and advanced principles and techniques including measurements, solutions, chromatography, spectroscopy, cell culture, and DNA techniques such as transformations, PCR, and gel electrophoresis. Training will also provide an opportunity to learn quality control, good laboratory practices, and proper safety and documentation in the biotechnology laboratory. Electives will cover advanced training in microscopy, bioinformatics, and mass spectrometry.

The Associate of Applied Science (A.A.S.) degree in Biotechnology is designed to prepare students for the modern, fast-paced demanding life-science research and development environment of the 21st century. The A.A.S. degree graduates will complete advanced biotechnology courses along with general educational coursework to solidify critical thinking and communication skills in order to be successful leaders and team members with thriving careers in biotechnology.

Curricular Information: The curriculum consists of 17 credit hours of required general education coursework and 43 credit hours of career and technical education coursework. Career and technical education coursework includes instruction in introduction to biotechnology, microbiology, biotechnology laboratory skills, biotechnology hazardous materials, chromatography techniques, biotechnology lab DNA techniques, biotechnology regulation and quality practices, biotechnology lab protein techniques, cell and tissue cultures, and statistics. Related career and technical electives include bioinformatics for biotechnology, microscopy, and mass spectrometry. Assessment of cumulative student learning objectives will be achieved through evaluation of the student's performance in both the regulatory practice and laboratory skills courses by program faculty.

Accrediting Information: College of Lake County 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: College of Lake County 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 increased student mentoring for minority/underrepresented students, expanded marketing of academic support services such as tutoring and the student food pantry program. 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, reviewing existing policies and practices, and providing access to DEI support activities throughout the year. College of Lake County faculty regularly engage in activities that promote inclusiveness towards achieving student success. The college's department of Institutional Effectiveness, Planning and Research provides academic departments with disaggregated data to assist in monitoring and proactive response to issues of retention and completion. 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 biotechnology 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 in occupations related to biotechnology is expected to increase statewide between 3.9-4.6% through 2032. The College, in partnership with several large biotechnology employers and InnovATEBIO National Biotechnology Education Center, worked to develop a curriculum that meet the needs of local business. This program will prepare individuals to fill the need for non-Baccalaureate or higher degreed roles within local laboratories.

Table 1: Employer Partners

Employer	Location
Abbvie Pharmaceuticals	North Chicago, IL
SciEX	Lincolnshire, IL
Baxter Pharmaceuticals	Round Lake, IL
Radiance Diagnostics	Naperville, IL
BioRad	De Plaines, IL
Northwestern University	Evanston, IL

Table 2: Projected Enrollments

Biotechnology A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	22	36
Part-Time Enrollments:	8	14	20
Completions:	-	10	16

Financial / Budgetary Information: The program will require five (5) existing full-time faculty the first year. Two (2) additional part-time faculty will be added during the second year as needed to manage enrollments. Qualified general education faculty will hold at least a Masters degree, and career and technical education faculty will hold at least a Bachelors degree both in Biotechnology, Biology or closely related field; all faculty are required to have at least two (2) years work experience, and one (1) year teaching experience is preferred. The program will utilize existing facilities while equipment purchases, maintenance and instructional supply costs will be necessary to implement the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$36,000	\$36,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment & Maintenance Costs	\$110,000	\$15,000	\$15,000
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (instructional supplies)	\$55,000	\$55,000	\$55,000
TOTAL NEW COSTS	\$165,000	\$106,000	\$106,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	2	0	0
Existing Faculty	5	0	5	0	5	2

Lake Land College
Welding A.A.S. degree (60 credit hours)

Program Purpose: This program prepares individuals for entry-level employment as welders in a variety of industrial settings.

Catalog Description: The Welding A.A.S. program provides experiences that enable students to develop competencies necessary for employment in welding and other related occupations. Emphasis throughout the program is placed on developing skills in the following areas: safety, metal identification, metal cutting processes, machining, blueprint reading, OAW, SMAW, GMAW, GTAW (including stainless steel and aluminum). Students will gain valuable hands-on experience as they complete a minimum of 375 clock hours of Supervised Occupational Experience at an industry location. This program aligns with the AWS SENSE I Entry Welding Certification specifications for modules 1-9.

Curricular Information: The curriculum includes 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in industrial safety, welding fundamentals, properties of metal, rigging and hoisting, metal cutting and fabrication, machining procedures, pipe welding, print reading, introductory/intermediate/advanced levels of Shielded Metal Arc Welding (SMAW), introductory/intermediate/advanced levels of Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), GTAW Aluminum, GTAW Stainless Steel, workplace communication and safety, and a required work-based learning experience in industrial welding.

The program was developed according to American Welding Society (AWS) standards for SENSE Level 1 certification: Entry Level Welder. Assessment of student learning will be achieved two-fold. First, through utilizing the SENSE Level 1 Certification Visualization Exam Criteria throughout assignments, projects and tests across the program by the appropriate faculty. Second, through evaluation of the student's performance during the work-based learning component by program faculty and worksite supervisor. This program was granted temporary approval in 2013 and has been in operation for 10 years.

Accrediting Information: Lake Land College is accredited by the Higher Learning Commission. No additional program accreditation is required.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: Lake Land 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 focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. Lake Land College provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. This includes but is not limited to academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, TRIO, and the Lake Land Early Advantage program. 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 practical learning experiences and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of welders and individuals who use welding skills.

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 welders is expected to increase statewide by 4.6% through the year 2032.

Table 1: Employer Partners

Employer	Location
Evapco	Greenup, IL
Irwin Seating	Altamont, IL
Depke/Weldstar	Urbana, IL
International Brotherhood of Boilermakers	Mattoon, IL

Table 2: Enrollments

Welding A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	2	3	4
Part-Time Enrollments:	5	9	16
Completions:	2	3	6

Financial / Budgetary Information: The programs (traditional- and CBE-formats) require one (1) existing full-time and two (2) existing part-time faculty the first year. Qualified faculty will hold an A.A.S. degree in Welding Technology or a closely related field; hold AWS Inspector and Educator industry credentials to teach coursework leading towards certification, at least one (1) year work experience in the field, and at least one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Lake Land College
Welding A.A.S. degree (60 credit hours)
(Competency-Based Education Format/CBE)

Program Purpose: Utilizing a competency-based format for instruction, this program prepares individuals for entry-level employment as welders in a variety of industrial settings.

Catalog Description: The Welding A.A.S. degree program is offered in a competency-based educational (CBE) format and will develop students' competencies necessary for employment in welding and related occupations that utilize welding skills. Skills in safety, metal identification, metal cutting, machining, blueprint reading, Oxy-acetylene welding (OAW), Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), GTAW Aluminum, and GTAW Stainless Steel are included. This program aligns with the American Welding Society (AWS) SENSE Level I-Entry Level Welder Certification specifications for modules 1-9. The CBE format allows students who are employed

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flexibility in completing coursework on their schedule while ensuring competency with online learning and in-person laboratory practice.

Curricular Information: The CBE curriculum mirrors the college’s traditional-format curriculum in content including 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in industrial safety, welding fundamentals, properties of metal, rigging and hoisting, metal cutting and fabrication, machining procedures, pipe welding, print reading, introductory/intermediate/advanced levels of Shielded Metal Arc Welding (SMAW), introductory/intermediate/advanced levels of Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), GTAW Aluminum, GTAW Stainless Steel, workplace communication and safety, and a required work-based learning experience in industrial welding.

The program was developed according to American Welding Society (AWS) standards for SENSE Level 1 certification: Entry Level Welder (modules 1-9). Assessment of student learning will be achieved two-fold. First, through utilizing the SENSE Level 1 Certification Visualization Exam Criteria throughout assignments, projects and tests across the program by the appropriate faculty. Second, through evaluation of the student’s performance during the work-based learning component by program faculty and worksite supervisor.

Accrediting Information: Lake Land College is accredited by the Higher Learning Commission. No additional program accreditation is required.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: Lake Land 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 focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. Lake Land College provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. This includes but is not limited to academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, TRIO, and the Lake Land Early Advantage program. 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 practical learning experiences and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of welders and individuals who use welding skills.

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 welders is expected to increase statewide by 4.6% through the year 2032.

Table 1: Employer Partners

Employer	Location
Evapco	Greenup, IL
Irwin Seating	Altamont, IL
Depke/Weldstar	Urbana, IL
International Brotherhood of Boilermakers	Mattoon, IL

Table 2: Enrollments

Welding A.A.S. CBE degree	First Year	Second Year	Third Year
Full-Time Enrollments:	3	5	7

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Part-Time Enrollments:	2	2	2
Completions:	5	7	9

Financial / Budgetary Information: The programs (traditional- and CBE-formats) will require one (1) existing full-time and two (2) existing part-time faculty the first year. Qualified faculty will hold an A.A.S. degree in Welding Technology or a closely related field; hold AWS Inspector and Educator industry credentials to teach coursework leading towards certification, at least one (1) year work experience in the field, and at least one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Olive-Harvey College
Associate in Engineering Science (64 credit hours)

Program Purpose: The Associate in Engineering Science (A.E.S.) degree is designed to prepare students for entering baccalaureate-level engineering programs at four-year institutions.

Catalog Description: The Associate in Engineering Science (A.E.S.) degree offers courses required for transferring to a four-year college or university for students majoring in engineering sciences. Completion of the AES degree does not fulfill the requirements of the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC). City Colleges of Chicago require that the degree is inclusive of a minimum of 22 semester credit hours of General Education. A student must complete the general education requirements of the college or university to which she/he transfers.

Curricular Information: The proposed A.E.S degree meets the requirements and intentions as defined by the Administrative Rules of the Illinois Community College Board. ICCB Administrative Rules specify that A.E.S. proposals meet the intentions for completing the first two years of a baccalaureate engineering degree program. The proposed A.E.S. degree program requires 22 credit hours of coursework in communications, mathematics, social and behavioral sciences, and humanities/fine arts. The remaining required 42 credit hours of coursework will be comprised of any combination of baccalaureate/transfer engineering coursework that fulfills the student's transfer plan.

Justification for Credit hours required for the degree: The proposed A.E.S. degree curriculum exceeds 60 credit hours by four (4) credit hours to 1) meet the graduation requirements established by City College of Chicago policy (22 credit hours of general education coursework); and 2) to fully align with the first two

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years of any Bachelors in Science in Engineering degree curriculum allowing students to transfer into the baccalaureate institution with junior status.

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

Diversity, Equity & Inclusion Efforts: Olive-Harvey College has a strategic focus on attracting, recruiting, retaining, and completing a diverse group of students, particularly those scholars from underrepresented and underserved communities. The college emphasizes equitable access through its Equity Plan, focusing on creating a "student-ready" institution that supports historically marginalized students, including students of color and low-income students. OHC provides a comprehensive range of student support services tailored to ensure equitable access and success for all students. This includes initiatives like the Panther Tracks first-year experience program, high-touch advising, tutoring, mental health, career services, and financial aid support services. The institution actively partners with community organizations to offer targeted outreach and career-focused programs, such as the Career Bridge programs which assist adult learners in transitioning into credit courses. The college will partner with local organizations, high schools, and industry to promote engineering programs, emphasizing financial aid, scholarships, and flexible learning. Personalized advising, mentorship, and career pathways will ensure retention and completion, with clear connections to employment in high-demand fields.

Faculty Needs: Eleven (11) existing full-time, six (6) existing part-time, one (1) new full-time, and three (3) existing part-time faculty will be utilized to implement the proposed program. Two (2) additional part-time faculty may be added during the second year of implementation. Faculty must meet the requirements for teaching baccalaureate/transfer courses including Masters degrees in the discipline and at least five (5) years of work and/or teaching experience.

Financial Information: All facilities are currently in place to support the proposed degree. Some additional equipment will be needed to support various engineering disciplines. The program will be supported fiscally through student tuition and fees.

Richard J. Daley College

Data Center Operations Engineering Technology A.A.S. degree (61 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities in operating and managing mid-level data center facilities. Graduates will be able to fulfill facilities technician roles, developing the capacity to manage integrated building systems, ensure operational uptime, and support long-term infrastructure performance in complex data center environments.

Catalog Description: The Associate of Applied Science in Data Center Operations Engineering Technology provides comprehensive preparation for careers in mission-critical data center facility operations. This degree includes in-depth coursework in power systems, computer and building operations, and industrial cooling and refrigeration technologies. Students develop the technical and analytical skills needed to operate, maintain, and integrate the electrical, mechanical, and cooling systems that support high-availability data centers. The AAS prepares graduates for mid-level facilities technician roles with opportunities for career progression across data center operations, infrastructure support, and building systems management. This pathway also provides a pathway for transfer to related BS programs.

Curricular Information: The curriculum requires 16 credit hours of required general education coursework, and 45 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory data center operations, computer operations, industrial cooling and refrigeration, internetworking, power systems, introductory/intermediate/advanced levels of industrial electricity, introductory/intermediate/ advanced levels of advanced manufacturing, robotics, electrical and electronic circuits, and maintenance technologies. Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance completion of comprehensive final project.

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The proposed program offers industry-recognized credentialing through the National Institute for Metalworking Skills (NIMS) for Computerized Numerical Control (CNC), and the National Coalition for Certification Centers (NC3). Daley College is an approved site to award NC3 certifications. NC3 credentials vary according to skill set ranging from information technology to industrial electronics to manufacturing and are assessed and awarded within a specific course, no additional exam or action is required for students' post-completion.

Justification for Credit hours required: The proposed programs exceed 60 credit hours by one (1) credit hour as a result from a required four (4) credit hour mathematics course program developers considered necessary for supporting the career and technical content of the curriculum.

Accrediting Information: Richard J. Daley College is accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Diversity, Equity & Inclusion Efforts: Richard J. Daley College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students is a key component of the College's equity plan. The College currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. 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 who utilize data center operations skills.

Supporting Labor Market Data (including employer partners: Labor market information provided by the college supports the interest in and the need for individuals with data center operations knowledge and skills both within the District and across the State. According to the Illinois Department of Employment Security (IDES) data for occupations that could be represented in data center facilities indicate some positive growth in employment around 2.5% statewide through 2032. Locally, business and industry report high interest in establishing data centers across the State. Daley College has been a partner with Microsoft Corporation as the Chicago Metro area becomes a hub for the development of data center facilities.

Table 1: Employer Partners

Employer	Location
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
Microsoft Corp. (corporation office)	Chicago, IL
Dearborn Tool & Manufacturing	Burr Ridge, IL

Table 2: Projected Enrollments

Data Center Ops Eng Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	30
Part-Time Enrollments:	10	15	30
Completions:	-	7	25

Financial / Budgetary Information: The program will require one (1) existing full-time, four (4) existing part-time, and one (1) new part-time faculty the first year. Qualified faculty will hold at least an Associates degree in Electronics, Information Technology, or closely related field, hold pertinent industry-recognized

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credentials through NC3, have two years related work experience, and one year of teaching experience preferred. The program will share facilities and equipment resources with existing programs in information technology and manufacturing. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$58,000	\$58,000	\$58,000
Administrator Costs	-	-	-
Other Personnel Cost	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$58,000	\$58,000	\$58,000

Table 4: Faculty Requirements

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

Shawnee Community College
Paramedicine A.A.S. degree (69.5 credit hours)
Paramedicine Certificate (49.5 credit hours)

Program Purpose: The programs will prepare individuals for entry-level employment and advancement opportunities as Emergency Medical Technician-Paramedics in a variety of healthcare settings.

Catalog Description: Paramedicine A.A.S. degree – The Paramedicine A.A.S. degree program at Shawnee Community College is a competency and outcome-driven educational track designed to prepare graduates for entry into advanced prehospital emergency care roles as paramedics. The curriculum is structured to exceed the National Emergency Medical Services (EMS) Education Standards, the Illinois Department of Public Health licensing requirements, and accreditation guidelines established by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) under the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Graduates of the program are eligible to sit for the National Registry Paramedic (NRP) examination and, upon successful certification, to apply for the Illinois Paramedic licensure. The A.A.S. curriculum includes the entirety of the Paramedicine Certificate as well as additional coursework in Anatomy and Physiology, English Composition, Psychology, and Speech Communication for a broader career mobility, leadership preparation, and to allow students future transfer potential.

Catalog Description: Paramedicine Certificate – The Paramedicine Certificate program at Shawnee Community College is a competency-driven, outcome-focused educational track designed to prepare graduates for entry into advanced prehospital emergency care roles as Paramedics. The curriculum meets or exceeds the National Emergency Medical Services (EMS) Education Standards, the Illinois Department of Public Health licensing requirements, and accreditation guidelines established by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) under the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Graduates of the program are eligible to sit for the National Registry Paramedic (NRP) examination and, upon successful certification, to apply for the Illinois Paramedic licensure.

Curricular Information: Paramedicine A.A.S. degree – The curriculum requires 17 credit hours of general education coursework and 52.5 credit hours of career and technical education coursework. The Career and technical component includes instruction in Basic Emergency Medical Technician (EMT-B), intermediate through advanced-levels of emergency medical technology, Basic Life Support for healthcare providers, medical terminology, professional ethics, prehospital trauma and life support, advanced cardiovascular life support, pediatric advanced cardiovascular life support, and a required clinical/work-based learning experience in emergency medical services.

Curricular Information: Paramedicine Certificate –The certificate program requires a 49.5 credit hour subset of career and technical coursework in paramedicine including the required clinical/work-based learning experience.

Assessment of student learning for both programs will be achieved through evaluation of the student’s performance during their clinical/work-based learning experiences. Completion of either program will prepare graduates for the National Registry of Emergency Medical Technicians (NREMT) Paramedic exam. Passage of the NREMT exam is required for EMT-B licensure, Paramedic licensure, and Emergency Vehicle Operator licensure through the Illinois Department of Public Health (IDPH).

Accrediting Information: Shawnee Community College is accredited by the Higher Learning Commission. The curriculum was developed according to program standards developed by the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP). Further, the college has received approval from its designated Regional Emergency Medical System, the Southern Illinois Regional EMS System (SIREMS), to offer paramedicine training.

Justification for Credit hours required: The programs exceed 60 credit hours for the degree and 30 credit hours for the certificate to include the required clinical hours/work-based contact hours and learning activities required for the national credentialing which is required for state licensure. This includes completion of the four (4) levels of clinical/work-based learning experience.

Diversity, Equity & Inclusion Efforts: Shawnee Community 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Programs such as TRIO support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through healthcare industry partners from a variety of local employers who utilize emergency medical services/paramedical personnel.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in formalized educational programs in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “emergency medical technicians” is expected to increase by 9.3% statewide through 2032.

Table 1: Employer Partners

Employer	Location
Alexander County EMS	Cairo, IL
Baptist Health Paducah	Paducah, KY
CHESI, Inc.	Cairo, IL
Deaconess Illinois (formerly Heartland)	Marion, IL
Deaconess Union County Hospital	Anna, IL
Integrity Healthcare of Cobden	Cobden, IL

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Jackson County EMS	Carbondale, IL
Johnson County EMS	Vienna, IL
Massac Memorial Hospital	Metropolis, IL
Memorial Hospital of Carbondale (SIH)	Carbondale, IL
Mercy Health Lourdes Hospital	Paducah, KY
Pulaski County EMS	Karnak, IL
Southern Illinois Healthcare – Herrin Hospital	Herrin, IL
Southern Seven Health Department	Multiple Sites
Southgate Nursing and Rehabilitation Center	Metropolis, IL
Union County EMS	Anna, IL
United EMS	Marion, IL
VA Medical Center	Marion, IL

Table 2: Projected Enrollments

Paramedicine A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	4	8	10
Part-Time Enrollments:	-	-	-
Completions:	-	3	7

Paramedic Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	6	10	12
Part-Time Enrollments:	-	-	-
Completions:	-	5	8

Financial / Budgetary Information: One (1) existing full-time and two (2) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associates degree in Paramedicine, current national credentialing and licensure in the State of Illinois, at least one (1) year of work experience as a paramedic, hold EMS Lead Instructor certification through IDPH, Basic Life Support, Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) certification, and one (1) year teaching experience preferred. All facilities are adequately in place. Costs associated with implementation relate to hiring qualified faculty and equipment required for program accreditation. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$14,400	\$59,200	\$0
Administrator Costs	-	-	-
Other Personnel Costs	\$15,000	-	-
Equipment Costs	\$33,855	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$63,255	\$59,200	\$0

Table 4: Faculty Requirements

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

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Program Purpose: This program will prepare individuals for entry-level employment in and for advancement into mechatronics engineering positions such as mechatronics technicians, PLC technicians, or automation technicians within industrial and/or manufacturing environments.

Catalog Description: The Mechatronics Engineering Technology Advanced Certificate is for those students looking to work within industrial maintenance, the field of automation robotics, programmable logic controllers (PLCs). Students will study mechanical skills necessary for repairing, installing, and modifying industrial mechatronic systems and practice these skills in the hands-on labs for PLCs, robotics, mechanisms, and automation. Mechatronics skills are desired by manufacturers for roles in automating and maintaining production systems. Employers are looking for employees with these skills in the automated warehouse, automotive assembly and various automated manufacturing industries.

Curricular Information: The curriculum requires 30 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory /intermediate/advanced levels of advanced manufacturing, robotics, manual machining, introductory CNC operations, GMAW welding skills, introductory/intermediate levels of industrial electricity, and introductory/intermediate/advanced levels of industrial PLCs. Assessment of student learning will be achieved through evaluation of the student's performance on a comprehensive lab project. The proposed program provides students at WWC who have completed the related Basic Certificates in Manufacturing Technology and CNC Technology with access to a continued educational ladder opportunity. The program will prepare graduates for optional credentialing through the National Coalition of Certification Centers (NC3) in Metrology, Blueprint Reading, Safety, Fluid Power, Electricity, and Robotics.

Justification for Credit hours required: NA.

Accrediting Information: Wilbur Wright College is accredited by the Higher Learning Commission. No further specialized accreditation is required.

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. 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 industrial/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 for occupations related to mechatronics engineering technology is expected to increase statewide by 1.5% through the year 2032.

Table 1: Employer Partners

Employer	Location
Illinois Manufacturers Association	Springfield, IL
Laystrom Manufacturing Co.	Chicago, IL
Woodward MPC	Niles, IL
Southern Illinois University	Carbondale, IL
Dearborn Tool & Manufacturing	Burr Ridge, IL

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S&C Electric	Chicago, IL
TempelSteel	Chicago, IL
UPS	Hodgkins, IL
Skolnik Industries	Chicago, IL
Worlds Finest Chocolate	Chicago, IL
Ed Miniati Foods	South Holland, IL
Chunichi Precision Molding USA	Elmhurst, IL
AllCell Technologies	Chicago, IL
WaterSaver Faucet	Chicago, IL
Pipe Fitters Local 597	Mokena
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
Freedman Seating	Chicago, IL
PEPSICO	Chicago, IL

Table 2: Projected Enrollments

Mechatronics Eng Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	10	15	15
Completions:	0	5	15

Financial / Budgetary Information: The program will require one (1) new full-time, one (1) existing full-time, and three (3) existing full-time the first year. Qualified faculty will hold at least an Associate’s degree in Manufacturing Technology or closely related field for manufacturing classes, and at least a Bachelor’s 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. While some existing resources will be shared with the Manufacturing Technology programs currently being offered, funds are budgeted to update, maintain and/or replace several pieces of equipment. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$70,000	\$75,000	\$80,000
Administrator Costs	\$5,000	\$10,000	\$10,000
Other Personnel costs	-	-	-
Equipment Costs	\$5,000	\$3,500	\$3,500
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$80,000	\$88,500	\$93,500

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	1	0	0	0	0
Existing Faculty	0	3	1	4	1	4

Item #10.1
March 27, 2026

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 conduct recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Southeastern Illinois College and John Wood Community College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2025, Southeastern Illinois College and John Wood Community 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 districts:

Southeastern Illinois College, District 533
John Wood Community College District 539

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.



RECOGNITION REPORT

JOHN WOOD COMMUNITY COLLEGE

March 2026

**Illinois Community College Board
Recognition Report
For John Wood Community College
March 2026**

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of John Wood Community College, District 539. 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 John Wood Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between John Wood Community College's 2024-2025 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 printed college catalog and the curriculum master file, for which the college has not provided an explanation, were identified.

Compliance Recommendation: None.

2. Articulation

John Wood Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in 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 Recommendation: None.

3. Academic Control

The institution maintains academic control of the units of instruction. The college reviewed the processes for the development, design, assessment, revision, and delivery of the units of instruction and determined that it maintained academic control.

The college maintains academic control through a faculty-initiated system for curricular development and revision. Faculty commence the curriculum change process, in consultation with the appropriate dean. The proposal is then considered by the Coordinator

of Curriculum and Assessment before going to the Curriculum Committee. Proposals then go to the Faculty Senate before final approval by the Board of Trustees. Because the process begins with faculty and ends with the Board of Trustees, the institution maintains academic control.

The Recognition Self-Study, the college's website, and the college's catalog uniformly state that the institution has a policy to admit anyone who meets their minimal admissions requirements, and is therefore in compliance with Section 3-17 of the Act.

For course placement, the Self-Study focuses on routine student course enrollment, and the registration system that prevents non-qualified students from enrolling in a class. In addition, the catalog includes information about placement into courses upon admission, both for the general student population as well as those desiring admission to programs that have additional, more stringent, admission requirements. The college uses multiple measures to place students properly in courses, especially those students needing additional instruction before they are ready for credit-bearing coursework.

This section of the Recognition Self-Study does not include a statement on graduation. The institution's catalog states both general graduation requirements as well as program-specific requirements. The catalog indicates that graduation requirements are consistent with the stated units of instruction.

Compliance Recommendation: None.

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of John Wood College's 2025 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rule, Section 1501.313. ICCB staff reviewed the college's self-evaluation, faculty credential data from the ICCB Annual Course submission, and student qualification data.

To examine faculty credentials, ICCB utilized the Annual Course submission to select dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review. Of the 36 courses reviewed, 19 were from fiscal year 2023 and 17 were from fiscal year 2024. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal year 2023 and fiscal year 2024, including their credentials.

To examine student qualifications, ICCB requested a sample of 100 students to review of which 50 were from fiscal year 2023 and 50 were from fiscal year 2024. The college was required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant prerequisites, and placement policies.

State Laws and Regulations and Accreditation Standards

Based on the review, the college adheres to most state laws, regulations, and accreditation standards. The Dual Credit policy at the college is conducted in accordance with the Dual Credit Quality Act, ICCB Administrative Rules, and Higher Learning Commission Rules. All dual credit Institutional Agreements with high school partners are approved annually, inclusive of the following information: faculty qualifications; assessing students with disabilities; syllabus requirements; placement and prerequisite information, etc.

Instructors

During fiscal year 2023 and fiscal year 2024, it was reported that 15 instructors taught transfer (1.1) dual credit courses. Of these instructors, three did not appear to have the required 18 graduate hours in the discipline being taught and one did not appear to have a master's degree. There was another faculty where no information was provided. These instructors may be underqualified to teach 1.1 dual credit coursework.

Additionally, it was reported that two instructors taught career and technical education (1.2) dual credit courses. Of these instructors, two did not appear to have the required 2,000 hours of work experience appropriate for the field of instruction. These instructors may be underqualified to teach 1.2 dual credit coursework.

The names of all underqualified 1.1 and 1.2 faculty members are listed in the supplemental document titled, "5a-f Underqualified Dual Credit Faculty and Students."

Students

After the review of the college self-study report and the additional audit materials requested by the ICCB, staff determined that some students did not meet the required placement and/or prerequisite requirements.

There were five students who did not meet the prerequisite requirements and one student who did not meet the placement requirement. Additional information can be found in the document titled, “5a-f Underqualified Dual Credit Faculty and Students.”

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 23 Ill. Adm. Code 1501.313, all dual credit instructors must have adequate credentials to teach the courses they are assigned. Our finding is based on the information the college provided. As such, we do not at present have evidence to conclude some instructors were qualified to teach the dual credit courses reviewed. Please review the additional information in the document titled, “5a-f Underqualified Dual Credit Faculty and Students,” and provide appropriate evidence.

Compliance Recommendation 2: In order to be in compliance with 23 Ill. Adm. Code 1501.313, the college must ensure all students who are taking dual credit coursework meet all necessary prerequisites and minimum requirements for passing any applicable placement exam(s). Please review the additional information in the supplementary document titled, “5a-f Underqualified Dual Credit Faculty and Students,” and provide appropriate evidence.

College Response to Compliance Recommendation 1.1 Faculty

1. *Credential, development plans and/or additional information was requested for these instructors:*

- **Language 1:** *This instructor is no longer employed at the College. [The faculty member] does not hold a Master’s degree. In tested experience, [they] taught [Language 1] for two months [in foreign country. They were] permitted to teach based on [their] status as a native speaker.*
- **Language 2:** *This instructor holds a Master’s degree in Education with a Bilingual and ESL Education endorsement (accounting for 18 graduate hours in Linguistic Studies). [They are] a native speaker and also earned a Bachelor’s degree from a recognized university. After review, we identified [the faculty member] does have a master’s degree plus 18 graduate hours to which [they were] initially qualified to teach [Language 2] however, after further review it has been noted that [they do] not hold 18 graduate hours specifically in the [Language 2] discipline. The College will work with the instructor to identify either an appropriate professional development plan or to notify the instructor that [they] will no longer be eligible to teach without additional credentials.*
- **Computer:** *This instructor is no longer employed at the College. This instructor holds a Master’s degree in Education but has no formal education in computers.*

At the time of credentialing, [they] taught a 1.2 level class in introductory word processing, which required 2,000 workforce hours. The instructor held a workforce credential tied to computer science. The College now credentials instructors through the 1.1 transfer qualifications process.

2. As noted, the following faculty member does not appear to have a Master's degree.
 - **Language 1:** *As noted above, this instructor is no longer employed at the College.*
3. *No information was initially provided for [faculty member in science]. Please see attached file. [Faculty member] has a Masters of Science in Biology from Western Illinois University.*

College Response to Compliance Recommendation 1.2 Faculty

The following faculty members were noted in the findings to not have the required 2,000 hours of work experience appropriate to the field of instruction.

- **Business Leadership:** *This instructor holds a Master of Arts in Business Management. Additionally, [their] work experience of over 2,000 hours matches the field of instruction.*
- **Business Leadership:** *This instructor is no longer employed by the College. [They] holds an MBA, along with over 2,000 work hours as a company owner/president.*

College Response to Compliance Recommendation: Students

In FY23, one student was listed as taking BUS 115 with "N/A" as the prerequisite. The college policy states the prerequisite requirement as the "consent of the Department."

- *BUS 115 placement is based on the high school application process. Students are selected through a committee of high school representatives. Department consent is based on high school selection committee. Prerequisite language will change in the 26-27 catalog.*

In FY24, four students were listed as taking BUS 115 with "N/A" as the prerequisite. The college policy states the prerequisite requirement as the "consent of the Department." In addition, there was one student listed as taking MAT 114 without a placement score. The college policy states the student should have a certain Accuplacer/ACT/SAT score. The only information listed was the high school grades and GPA.

- *BUS 115 placement is based on the high school application process. Students are selected through a committee of high school representatives. Department consent is based on high school selection committee. Prerequisite language will change in the 26-27 catalog.*
- *Student had completed MAT 113 prior to MAT 114, which completes prerequisite requirement.*

6. Assessment Plans

The college does indicate that it has a systematic process for assessment. Transfer program assessment is tied to both the five Institutional Goals (in the academic catalog, page 8, as

well as listed on each spot-checked syllabus) and the IAI General Education Core Curriculum via rubrics. The institution follows a five-year program review cycle. In addition, the college assesses all transfer programs in a continuous cycle. Assessment data is collected via assignment rubrics which are analyzed by faculty at designated assessment days minimally once per semester. The institution has also participated in the Higher Learning Commission's Assessment Academy for additional improvement of its assessment practices. However, the college does not indicate how it uses the collected assessment information to improve curriculum, teaching, and student learning. How does the college "close the loop" to make certain that needed improvements identified in the assessment day analyses are implemented so that the curriculum, teaching, and student learning are improved?

The institution's self-study indicated that multiple measures are used to ensure students are properly placed in courses. The placement system was reviewed by a number of academic leaders, and they determined that the process is working properly after an analysis of course success data. Placement is further explained on both the institution's website and in the academic catalog; the website in particular emphasizes the importance of testing to facilitate proper placement by the student's advisor. Course descriptions in the catalog included required placement information as needed.

Compliance Recommendation: None.

Advisory Recommendation: The college should demonstrate how it uses assessment data gleaned from assignment rubrics to improve curriculum, teaching, and student learning.

College Response:

The College appreciates the reviewer's recognition of its established assessment framework and ongoing efforts to strengthen institutional effectiveness. While the institution has recently implemented consistent processes for collecting and analyzing assessment data following an HLC assurance process academy—particularly through assignment rubrics, alignment with Institutional Goals, and participation in regular assessment days—it acknowledges that opportunities remain to more fully formalize how these results are systematically used to drive improvements in curriculum, teaching, and student learning.

Currently, some faculty engage in reflective discussions during annual assessment days, where rubric data may be reviewed and areas for improvement are identified. In some programs, this has led to informal or program-level adjustments to course content, instructional strategies, and assessment methods. However, the College recognizes that these efforts have not yet been consistently documented or institutionally standardized and scaled as part of a clearly defined "closing the loop" process.

To address this, the College is actively working through its annual assessment planning and review processes to develop a more structured and transparent cycle for documenting and implementing improvements. This includes:

- *Establishing clearer expectations for documenting action steps that arise from assessment discussions in alignment with the five-year program review cycle*
- *Creating mechanisms to track the implementation of those actions over time*
- *Integrating follow-up reviews to evaluate the effectiveness of changes made*
- *Communicating across departments to ensure broader sharing of effective practices*

These enhancements are being incorporated into the College's existing assessment infrastructure, including its five-year program review cycle and continuous assessment practices for transfer programs. The goal is to ensure that assessment results consistently inform decision-making and lead to measurable improvements in student learning outcomes.

The College remains committed to continuous improvement through data-driven decision-making and will continue refining its processes to ensure a more systematic and well-documented approach to closing the loop on assessment activities. The College is dedicated to moving away from being a data-compliance-minded institution to a being a data-informed and institutional improvement-minded college.

7. Student Evaluation

The college has a well-documented policy for evaluating and recording student performance. The evaluation process is directly tied to the official course learning objectives and goals. Both faculty and student handbooks were thoroughly reviewed to ensure that the practices comply with and align with ICCB Rule 1501.405 as per the College Policy and Administrative Procedure.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college employs qualified faculty for each of its units of instruction. The faculty credentialing policies meet the minimum requirements of the ICCB Administrative Rules, and the institution has in place a credential verification process to ensure that faculty maintain appropriate credentials for all units of instruction. The college has established an evaluation process for both full-time and adjunct faculty consistent with college policies.

The institution affirms the importance of faculty professional development, and states that it provides both on-campus and off-campus opportunities and support for faculty. It also provides pedagogy assistance through Instructional Support. The Recognition Self-Study does not include information on accessible instructional materials nor their centralized accessibility. The catalog includes numerous points on tutoring support, disability accommodations, Campus Care, etc., but does not reference a central location for electronic, accessible, versions of instructional materials.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record meet the criteria. ICCB staff requested the transcripts of a selection of active courses that were taught during the review period to confirm faculty qualifications. The college provided transcripts and relevant work experience evidence for all of the courses requested. The ICCB review of the faculty transcripts and work experience provided by the college showed that:

- It was unclear how four instructors meet the minimum faculty requirements.
- Three faculty appeared not to meet the minimum faculty requirements.

It is of note that the ICCB does not have a rule in place to allow for Tested or Equated Experience in the way that the Higher Learning Commission does, which is likely the basis for qualifying one faculty member.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. 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.

College Response:

- ***Language I:*** *This instructor is no longer employed at the College. She does not hold a Master's degree. In tested experience, [they] taught Language I for two months in foreign country. She was permitted to teach based on her status as a native German speaker.*
- ***General Chemistry:*** *The instructor holds a Master's degree in Biology and currently teaches a suite of chemistry courses for the College. After further review, it was identified that under the leadership of a former administrator, the instructor was placed*

on a professional development plan to earn the requisite 18 graduate hours in chemistry. Due to a change in administrative oversight, the College did not appropriately ensure that the instructor completed the agreed upon plan within an appropriate timeframe. The instructor has completed 9 graduate hours in [subject area] but is still deficient by 9 hours to be deemed qualified. The college will work with the instructor to re-engage an approved and appropriate plan for completion within one year.

- ***Psychology:*** *The College is no longer in partnership with MACC and therefore this instructor is no longer teaching for the College.*
- ***English:*** *Introduction to Film is an IAI approved course through JWCC, and the course description outlines the course as an introduction to the basics of film production and analysis in order to help students understand and enjoy film as an art form. After further review of all faculty who teach this course through JWCC, it has been determined that the course is offered in the catalog as a Fine Arts course and is approved through IAI as such. However, the faculty teaching the course are largely credentialed in English and are teaching the course as a Humanities. The College is committed to pulling this course from its current offerings until the course can either be resubmitted as a Humanities course and approved or until the college can identify a plan for qualifying instructors with the appropriate credentials to teach it as a Fine Arts course.*
- ***Political Science:*** *The College has identified that under previous administrative credentialing oversight that instructors had been qualified to teach PSC 101 under the discipline of legal studies. The College is committed to redefining minimum faculty qualifications for teaching political science using the ICCB Administrative Rule 23 Ill. Adm. Code 1501.303(f) transfer qualification standards. Moving forward, the College will qualify faculty teaching PSC 101 with either a Master's in political science or a Master's degree plus 18 hours in the discipline.*

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, John Wood Community College evaluated their college catalog, existing cooperative agreements, and other documents and processes related to cooperative agreements. The college determined that it complies fully with ICCB Administrative Rule 1501.307, and the parameters of the CAREER Agreement.

John Wood Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college's online course catalog directs prospective students to the Dean of Students Office; no further information is provided. All indicators of compliance and quality were met.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing John Wood Community 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. The ICCB commends the college's plan to include students in the program review process moving forward.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling

John Wood Community College offers a comprehensive, structured advising and counseling program that supports students from enrollment through completion. This results from their adoption of the Guided Pathways model. Services address the academic planning, transitional, and career development needs of new and continuing students. Advising practices align with institutional policies and state regulations to ensure student success, retention, and goal attainment.

Compliance Recommendation: None.

B: Financial Aid

The Financial Aid Office provides accessible, student-centered support to ensure awareness and access to federal, state, and institutional financial resources. Services include walk-in advising, FAFSA workshops, and outreach at area high schools and college centers. The Financial Aid Office offers extended evening hours during peak times. Staff remain available to assist with questions outside regular hours as needed. Practices align with institutional policies and state regulations to support student success, retention, and goal attainment.

Compliance Recommendation: None.

Advisory Recommendation: The college did not provide information regarding its current loan default rate. The Illinois Community College Board recommends that this data be included in future reports. Additionally, action items should be updated to reflect the most recent state and federal information and made accessible on the college's website.

College Response:

The website has been updated with the following information:

Cohort Default Rate

The Cohort Default Rate (CDR) reflects the number of students who entered repayment in 2022 and defaulted on their federal student loans from October 1, 2021 through September 30, 2024. The three-year CDR for John Wood Community College was 0 percent in FY 2022. The national Cohort Default Rate for 2-3 year public institutions was 0 percent.

<https://www.jwcc.edu/financial-aid/loan-information/>

C: Career Placement

The Career Center supports students in identifying and articulating both technical competencies and interpersonal or emotional intelligence skills, and in effectively integrating these skills into job application materials to promote successful entry into the workforce.

Compliance Recommendation: None.

D: Support Services

In addition to the core support services, the college provides dedicated resources for veterans, a liaison for students facing housing insecurity or homelessness, and a point of contact for undocumented students. The college also actively recruits, supports, and increases student participation from traditionally underrepresented groups, including minorities, women, and individuals with disabilities. The college has designated liaisons to assist students experiencing housing insecurity and support undocumented and mixed-status students. Additionally, the college has a designated Benefits Navigator to help students determine their eligibility for benefit programs and locate support resources both on campus and in the community.

Compliance Recommendation: None.

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

The college provides a comprehensive student experience that combines academic and extracurricular opportunities to enhance learning and engagement both inside and outside the classroom. In accordance with Standard 2.1, the institution implements co-curricular programs as part of its broader strategy to recruit, retain, and encourage the participation of traditionally underrepresented groups, including minorities, women, and individuals with disabilities, in educational programs and campus activities

Compliance Recommendation: None.

3. Admission of Students and Student Records

All Illinois community colleges have an open admissions policy. Admission to the college provides access to the institution, but entry into specific programs or courses may require meeting additional criteria. Enrollment procedures are detailed in the college catalog and on program webpages.

The college maintains a comprehensive admissions process that includes students entering from secondary schools, participating in dual credit programs, or being admitted through other specialized admission pathways. In 2024, John Wood Community College elected to move forward with adopting a new College Customer Management System (CRM)-Element 451. Adopting this software has allowed the college to establish an improved student recruitment and onboarding process. Admissions policies are consistently applied and documented, and student records and transcripts accurately reflect admission decisions and transcript evaluations. These practices ensure institutional compliance, transparency, and alignment with applicable regulatory and accreditation standards.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at John Wood Community College on December 3, 2025. 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 was 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 16 course sections and 273 students in fiscal year 2024 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. An additional sample was reviewed on the dual credit population.

Information reported on the SU/SR claim reports agreed with the certified mid-term class lists. The college's process for submitting credit hour claims is detailed and comprehensive.

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 percent, that compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

The college has generally complied with laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is 99 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

For the Dual Credit sample, information was accurately reported on the SU/SR claim reports. The college excludes freshmen and sophomore high school students from the SU/SR claim reports. ICCB staff reviewed 71 students and found no errors, indicating these protocols are operating effectively.

Compliance Recommendation: None.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent 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 percent 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 was missing a few details in residency policy that addresses some of the special provisions for student residency.

Compliance Recommendation: The college must ensure its residency procedure complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.501, and P.A. 102-800.

College Response:

The College is working to update the current Residency Policy, to comprehensively address provisions related to general, district, special, and military students. The College needs to provide clear guidance for students seeking to establish residency and explicitly outlines exceptions in accordance with state and federal requirements, including but not limited to students under the guardianship of the Illinois Department of Children and Family Services, military-affiliated individuals, and those utilizing federal educational assistance benefits. Once the new policy is drafted and approved the revised language will be incorporated in the 26-27 Catalog and on the website.

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 regularly.

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

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

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) was reviewed by ICCB staff for all findings.

There were only two findings noted over the four-year period, with appropriate CAPs.

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. The college regularly updates the 2019 Facilities Master Plan, showing progress and other needs like maintenance schedules. A new Facilities Master Plan that includes a facilities assessment is under development.

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 of a community college must not exceed four years and must not include any automatic rollover clauses. 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. Board minutes, board packets, and annual performance criteria and goals must be made available to the public on the district's official website.

According to 110 ILCS 805/3-75, an annual performance review of the president must be completed. This annual review must be considered when the board contemplates a bonus, raise, or severance agreement.

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.

Based on the review, there is only one contractual employee position, the college president. The contract of the former president was reviewed, which contained a severance clause. The college was advised that the severance clause must not be greater than 20 weeks. The employment contract met all other specifications and notice provisions required by law.

Compliance Recommendation: As the college is in the process of hiring a new president, they were advised of the severance rules required by regulations. 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:

In response to the compliance recommendation regarding severance provisions in employment contracts, the College has reviewed the applicable statutory and regulatory requirements, including Public Community College Act (110 ILCS 805), Illinois Government Severance Pay Act (5 ILCS 415), and 23 Ill. Admin. Code 1501.803.

As part of the recent presidential hiring process, the College ensured that the employment agreement for the newly hired President was drafted in full compliance with these provisions. The contract includes severance terms that conform to the limits and conditions established under Illinois law and applicable administrative regulations.

Additionally, the College did a thorough review of all current employees and noted and confirmed that only the president of the college is in a contractual position.

Through these steps, the College has addressed the compliance recommendation and will continue to ensure that all applicable employment contracts and agreements adhere to the governing statutes and administrative rules related to severance provisions.

Please see updated contract terms regarding severance below:

13. **BOARD CONTRACT TERMINATION RIGHT:**

A. *GENERALLY: The Board shall have the right in its discretion, with or without cause, and with or without giving any reason therefor, to terminate this contract and cancel President's contract subject to the payment and other terms of this paragraph.*

B. *AMOUNT:*

1.) *The termination amount or payment shall be the equivalent of twenty (20) weeks of President's then applicable salary or the salary that would be due for the remainder of the contract term, whichever is less. This payment is subject to required withholdings of income taxes, retirement or Medicare contributions, and the like. This amount also is subject to possible repayment as stated in subparagraph 2, immediately following.*

2.) *Where President has earned income from any source that is attributable to services during all or any part of the period for which the termination payment applies (that is, twenty (20) weeks or the remainder of the contract term if shorter), the termination amount will be reduced by the gross amount of the earned income. This will be the case regardless of when or how earned where attributable to services during such period. Earned income is compensation from employment or services, such as wages, salary, consultation fees, self-employment income, stipends, honorarium, and bonuses, as provided for federal income tax purposes. Earned income for this purpose also includes the income of a Subchapter S corporation providing the services of President. President will report earned income to the Board promptly as earned. Earned income does not include passive*

income such as rents, dividends (unless received from a Subchapter S corporation providing the services of President), interest, and capital gains.

3.) The termination amount will be paid on an installment basis or in a lump sum as elected by the Board. Installments would be paid over the remainder of the contract term and a lump sum would be paid within thirty (30) days of termination if so elected. If earned income is received that reduces the amount due, either payments due will be appropriately reduced or if already paid a reimbursement made by President to the Board within fourteen (14) days as such earned income is received. Even if paid on an installment basis, the President would cease to be an employee of the Board.

4.) President also will be paid for all then accrued benefits, such as vacation, as would be paid out for any other terminated employee, as well as the cost of medical, health, and dental insurance to be provided under this contract except to the extent such coverage continues to be provided by the Board. No other benefits that would have accrued (e.g., sick leave days) or that would thereafter be extended, accrued, or apply (e.g., monthly vehicle or transportation allowance) for the balance of the contract term will be due or payable.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by John Wood Community College were reviewed—generally this includes fiscal years 2021-2025 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 fourteen IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2025 is up to \$71,545 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2022 submission contained four critical errors. This data was verified by college officials as valid and accurate. John Wood Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2025 submission was finalized nine and a half months late, the fiscal year 2024 submission was nearly two months late, the fiscal year 2023 submission was nearly four months late, and the fiscal year 2021 submission was finalized four days past the reporting deadline. The submissions took between six and 13 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in four of the five years reviewed; the fiscal year 2022 submission contained less than one percent of records with unknown Degree Objective. The proportion of records with unknown Highest Degree Previously Earned ranged between zero percent and three percent. The proportion of records with Pell Recipient ranged between 30 percent and 37 percent. The proportion of records with Subsidized Stafford Recipient decreased to four percent in fiscal year 2025 from 15 percent in fiscal year 2021. 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 three of the past five fiscal years; the fiscal year 2025 submission was finalized two days late, and the fiscal year 2023 submission was finalized nearly three months past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. John Wood Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2025 submission was finalized one week late, and the fiscal year 2023 submission was finalized three months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to nine, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was zero in fiscal year 2025 and less than two percent across the other four years reviewed. There were more completions on the A2 than on the A1 submission in the four years reviewed. The A2 submission originally collected the same completions as the A1 submission, which was limited to three completions, but the A2 allowed for more than three completions to be reported. Starting in fiscal year 2025, all of the completion details are reported only in the A2, so this check against the A1 is no longer needed.

The **Annual Course (AC)** data submission began in fiscal year 2011. John Wood Community College met the reporting deadline in two of the five years reviewed; the fiscal

year 2023 submission was finalized three months late, the fiscal year 2022 submission was one week late, and the fiscal year 2021 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from one to 11, and final AC submissions did not contain any critical errors in one of the five years reviewed; the fiscal year 2025 submission contained two critical errors, and the fiscal year 2024, 2023, and 2021 submissions each contained four critical errors. 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 four of the past five years; the fiscal year 2025 submission was finalized three days past the reporting deadline. The number of submissions needed to finalize the data ranged from four to six, and there were no critical errors in the final submissions in five of the five years reviewed. John Wood Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There has been consistency between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. John Wood Community College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2025 submission was finalized one day late, and the fiscal year 2021 submission was finalized five months past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed and the proportion of records with unknown age was less than three percent across the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between four percent and 12 percent.

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

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years.

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 fiscal year 2025 submission was finalized four months late, the fiscal year 2024 submission was two and a half months late, and the fiscal year 2023 submission was finalized two days past the reporting deadline. The number of submissions required to finalize these data ranged from two to 11. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. 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. John Wood Community College met the submission deadline in one of the past five years reviewed; the fiscal year 2024 and 2020 submissions were finalized one day late, the fiscal year 2022 submission was 12 days late, and the fiscal year 2021 submission was finalized six days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to seven. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011, 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. John Wood Community College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey, in four of the five years reviewed for the Asian American Employment Plan Survey, and in three of the three years reviewed for the Native American Employment Plan Survey. 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 four of the four years reviewed. In fiscal year 2025, ICCB discontinued the collection of the Underrepresented Groups Report, as it was replaced by the Equity Plans.

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from John Wood Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Course Data (AC)**, the **Faculty, Staff and Salary Data (C1)**, and the **Annual Faculty, Staff, and Salary Data (C3)**.

College Response:

The Dean of Business Services along with the Data Coordinator will both monitor the ICCB Data and Report Submission website to ensure awareness of all reporting due dates and submission dates. Many of the late submissions were initially submitted on-time but then re-submitted at later dates to make corrections. The Data Coordinator will work to put better processes in place to ensure more accurate initial submissions to reduce any re-submissions that have occurred causing reports to be late.

Appendix A

John Wood Community College (539) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (07/15)*	07/16/24	07/13/23	07/13/22	11/11/21	12/11/20
# Submissions to Final	4	3	4	3	3
Timeliness	1 day late	on time	on time	on time	149 days late
Duplicated Head Count	2151	2187	1030	833	1958
Unduplicated Head Count	1349	1335	1030	564	1135
# Error Codes in Final Submission	3	1	2	0	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.12 percent	2.24 percent	2.04 percent	0.00 percent	1.89 percent
% Unknown Age in Final Submission no value or .	0.84 percent	2.24 percent	1.84 percent	0.00 percent	1.89 percent
% Unknown Age in Final Submission unknown	0.05 percent	0.00 percent	0.00 percent	1.20 percent	0.00 percent
% Unknown Ethnicity in Final unknown	11.67 percent	10.84 percent	3.79 percent	6.36 percent	7.87 percent

*Due 07/17 in FY 24; adjusted to 11/19 in FY 22 due to ICCB processing delays

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (08/01)*	05/15/25	09/27/23	11/23/22	10/13/21	08/07/20
# Submissions to Final	11	10	9	13	6
Timeliness	287 days late	56 days late	114 days late	on time	4 days late
Head Count (total incl. 0 hrs enroll.)	2647	2580	2511	2747	2726
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	2	6	10	1

# Critical Errors in Final Submission	0	0	0	4	0
% Records with Errors in Final Sub.	0.75 percent	1.55 percent	5.61 percent	22.75 percent	0.03 percent
% o Cumulative GPA in Final Sub.	7.82 percent	8.26 percent	7.85 percent	6.73 percent	6.53 percent
% o Cumulative Hours in Final Sub.	2.42 percent	2.98 percent	2.75 percent	4.40 percent	6.24 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.04 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	2.87 percent	1.51 percent	2.03 percent	0.84 percent	0.00 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	31.32 percent	29.61 percent	31.42 percent	33.75 percent	36.54 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	4.31 percent	8.88 percent	10.20 percent	12.78 percent	15.44 percent

* Due 8/02 in FY 24; 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	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	09/10/24	08/31/23	12/02/22	10/13/21	08/18/20
# Submissions to Final	5	5	6	9	2
Timeliness	7 days late	on time	92 days late	on time	on time
Record Count (duplicate completions)	511	484	488	547	491
Total Number of Completions from A1	N/A	484	488	547	488
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	1	1	2	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.83 percent	2.87 percent	16.27 percent	0.00 percent

% Unknown Ethnicity in Final unknown	0.00 percent	1.24 percent	0.61 percent	1.65 percent	0.20 percent
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* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (09/01)*	09/05/24	08/30/23	11/23/22	09/10/21	08/20/20
# Submissions to Final	6	5	5	2	1
Timeliness	2 days late	on time	83 days late	on time	on time
Head Count in Final Submission	2647	2580	2511	2747	2726
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	5	2	2	2	1
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Course Data (AC)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	09/03/24	08/30/23	12/02/22	01/19/22	09/02/20
# Submissions to Final	1	3	9	11	3
Timeliness	on time	on time	92 days late	7 days late	1 day late
# Error Codes in Final Submission	3	5	4	1	5
# Critical Errors in Final Submission	2	4	4	0	4
% Records with Errors in Final Sub.	0.05 percent	0.09 percent	0.14 percent	4.15 percent	0.16 percent
% Dual Credit in Final	6.41 percent	6.08 percent	3.96 percent	5.37 percent	3.53 percent
% Remedial (PCS 14) in Final	1.93 percent	2.23 percent	2.70 percent	2.22 percent	3.38 percent

* Due 09/03 in FY 25; adjusted to 01/12 in FY 22 due to ICCB processing delays

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	10/04/24	10/02/23	10/03/22	12/13/21	10/01/20
# Submissions to Final	6	5	5	4	5
Timeliness	3 days late	on time	on time	on time	on time
Head Count in Final Submission	1856	1866	1720	1728	1881
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	3	2	6	3	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	4.14 percent	4.66 percent	5.05 percent	6.88 percent	0.00 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	94.34 percent	95.77 percent	95.00 percent	94.97 percent	96.01 percent

* Due 10/02 in FY 24; 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	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	10/01/24	09/28/23	09/30/22	09/28/21	09/17/20
Timeliness	on time	on time	on time	on time	on time
Head Count	1856	1866	1720	1728	1881
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/02 in FY 24; 10/03 in FY 23

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (11/01)*	10/28/24	10/24/23	10/25/22	12/09/21	10/22/20
Timeliness	on time	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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	03/17/25	01/25/24	10/19/22	11/30/21	10/13/20
# Submissions to Final	9	11	8	7	2
Timeliness	122 days late	71 days late	2 days late	on time	on time
# Error Codes in Final Submission	3	1	2	2	2
# Critical Errors in Final Submission	2	1	2	2	2
% Records with Errors in Final Sub.	19.80 percent	1.96 percent	2.32 percent	4.96 percent	6.36 percent
% Unknown Employment Class (8)	5.11 percent	5.56 percent	3.99 percent	0.00 percent	4.78 percent

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays; due 10/15 in FY 21

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	11/15/24	11/15/23	10/12/22	11/29/21	10/12/20
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays; due 10/15 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/10/24	12/06/23	12/05/22	01/10/22	11/10/20
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Asian American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/10/24	12/06/23	12/05/22	01/19/22	11/10/20
Timeliness	on time	on time	on time	5 days late	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/10/24	12/06/23	12/05/22	01/10/22	11/10/20
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Hispanic Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/10/24	12/06/23	12/05/22	01/10/22	11/10/20
Timeliness	on time	on time	on time	on time	on time

**Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Native American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note**	12/10/24	12/06/23	12/05/22	N/A*	N/A*
Timeliness	on time	on time	on time	N/A*	N/A*

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

** Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020

Final Submission Varies See Note*	N/C**	01/26/24	02/01/23	01/28/22	02/02/21
Timeliness	N/C**	on time	on time	on time	on time

*Due 02/01 in FY 24; 02/10 in FY23; 02/01 in FY22; 02/02 in FY 21

**Discontinued starting FY 25

Spring Semester Enrollment Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (02/15)*	02/06/25	02/08/24	02/13/23	02/10/22	02/10/21
Timeliness	on time	on time	on time	on time	on time

*Due 02/17 in FY 25

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (6/15)*	06/18/24	06/15/23	06/27/22	06/21/21	06/16/20
# Submissions to Final	5	4	7	3	2
Timeliness	1 day late	on time	12 days late	6 days late	1 day late
# Error Codes in Final Submission	1	1	2	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	8.83 percent	6.69 percent	4.57 percent	43.96 percent	8.81 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	0.00 percent	0.00 percent	1.63 percent	0.93 percent	0.00 percent
% Unknown Employment Class (8)	4.24 percent	3.52 percent	4.90 percent	5.26 percent	5.47 percent

* Due 06/17 in FY 24 and FY 19

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



RECOGNITION REPORT

SOUTHEASTERN ILLINOIS COLLEGE

March 2026

**Illinois Community College Board
Recognition Report
For Southeastern Illinois College
March 2026**

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Southeastern Illinois College, District 533. 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 Southeastern Illinois 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 Southeastern Illinois College's 2023-2025 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 printed college catalog and the curriculum master file, for which the college has not provided an explanation, were identified.

Compliance Recommendation: None.

2. Articulation

Southeastern Illinois College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), the Associate in Fine Arts (A.F.A.) in Theater and Musical Theater, and the Associate in Liberal Studies (A.L.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 Recommendation: None.

3. Academic Control

The institution maintains academic control of the units of instruction. The college reviewed the processes for the development, design, assessment, revision, and delivery of the units of instruction and determined that it maintained academic control.

The institution maintains academic control in two ways. First, it ensures consistency across the curriculum by employing master course outlines for all courses. The master course outlines include compliance with Federal regulations, articulation assurance, and

consistency of information provided, such as IAI descriptor codes, textbook requirements, and basic course information including examples like meeting days and times. The master course outlines are continually updated, and faculty are evaluated in part on their adherence to the outlines. Second, as described in the Faculty Handbook, all changes to the curriculum originate with faculty but are then submitted to the Curriculum Committee. The Curriculum Committee votes on the proposed change, which then goes to the Board of Trustees for final approval, indicating institutional academic control.

The institution affirms its admission policy with this statement: “Southeastern Illinois College is a comprehensive community college that welcomes all who wish to utilize its various educational programs, community services and physical facilities. In its admission and recruitment of students, Southeastern does not discriminate on the basis of age, disability, marital status, military status, national origin, race, religion, gender or other legally protected status” (*SIC 23-25 Catalog*, 11).

Course placement information is found both on the college website and college catalog. The institution utilizes testing, transfer, and previously earned credit (such as Advanced Placement) when making placement decisions.

Graduation requirements are found both on the college’s website and in its catalog. The institution’s admission policies, placement policies, and graduation requirements are all consistent with its stated educational objectives.

Compliance Recommendation: None.

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of Southeastern College's 2025 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rule, Section 1501.313. ICCB staff reviewed the college's self-evaluation, faculty credential data from the ICCB Annual Course submission, and student qualification data.

To examine faculty credentials, ICCB utilized the Annual Course submission to select dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review. Of the 190 courses reviewed, 82 were from fiscal year 2023 and 108 were from fiscal year 2024. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal year 2023 and fiscal year 2024, including their credentials.

To examine student qualifications, ICCB requested a sample of 100 students to review of which 50 were from fiscal year 2023 and 50 were from fiscal year 2024. The college was required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant prerequisites, and placement policies.

State Laws and Regulations and Accreditation Standards

Based on the review, the college adheres to all state laws, regulations, and accreditation standards. The Dual Credit policy at the college is conducted in accordance with the Dual Credit Quality Act, ICCB Administrative Rules, and Higher Learning Commission Rules. All dual credit Institutional Agreements with high school partners are approved annually, inclusive of the following information: faculty qualifications; assessing students with disabilities; syllabus requirements; placement and prerequisite information, etc.

Southeastern Illinois College Self-Study

With the application, Southeastern Illinois College submitted their Self-Study. On page 17, it mentions a new process, which states "The College has professional development plans on file, but is not taking any new additional plans, given that January 2025 was when development plans were to no longer be issued, according to ICCB."

However, according to Administrative Rule 1501.313 (a)(2)(D), the following still applies to the collection of Professional Development Plans:

For a high school instructor entering into a professional development plan on or after January 1, 2023, to raise his or her credentials to be in line with these credentials, the following requirements are in effect.

- i. The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*

- ii. *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*
- iii. *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion as outline in the professional development plan. [110 ILCS 27/20]*

Therefore, the college is still required to collect, review, and approve Professional Development Plans.

Instructors

During fiscal year 2023 and fiscal year 2024, it was reported that 35 instructors taught transfer (1.1) dual credit courses. Of these instructors, two did not have the required 18 graduate hours in the discipline being taught and four did not have a master's degree. These instructors may be underqualified to teach 1.1 dual credit courses.

Additionally, it was reported that 25 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 10 did not have the required 2,000 hours of work experience appropriate for the field of instruction and one did not have a degree or work experience noted. These instructors may be underqualified to teach 1.2 dual credit coursework.

The names of all underqualified 1.1 and 1.2 faculty members are listed in the supplemental document titled, "5a-f Underqualified Dual Credit Faculty and Students."

Students.

After the review of the college self-study report and the additional audit materials requested by the ICCB, staff determined that all students except one met the required placement test score and/or prerequisite coursework.

There was one student who was enrolled in WELD 133, which has a prerequisite of WELD 131 or the instructor's consent, but the data indicates the prerequisite was not met. Additional information can be found in the document titled, "5a-f Underqualified Dual Credit Faculty and Students."

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 23 Ill. Adm. Code 1501.313(2)(A) and (2)(E), all dual credit instructors must have adequate credentials to teach the courses they are assigned. Our finding is based on the information the college provided. As such, we do not at present have evidence to conclude some instructors were qualified to teach the dual credit courses reviewed. Please review the additional information in the document titled, “5a-f Underqualified Dual Credit Faculty and Students,” and provide appropriate evidence.

Compliance Recommendation 2: In order to be in compliance with 23 Ill. Adm. Code 1501.313(a)(4) and (a)(6), the college must ensure all students who are taking dual credit coursework meet all necessary prerequisites and minimum requirements for passing any applicable placement exam(s).

Compliance Recommendation 3: In order to be in compliance with 23 Ill. Adm. Code 1501.313(a)(2)(D), the college must ensure dual credit instructors who do not meet appropriate credentials and/or teaching competencies provide professional development plans for review and approval. These plans must be kept on file at the college.

College Response:

Compliance Recommendation 1 response: The appropriate evidence to the file “5a-f Underqualified Dual Credit Faculty and Student,” is provided as an attachment entitled SIC 5a-f Compliance Recommend 1 Response.

Compliance Recommendation 2 response: The “N/A” response was recorded in error for the student in WELD 133 for fall 2023. The student completed the prerequisite by earning an “A” in WELD 131 during the first bi-term of the fall 2023 semester and then matriculated into WELD 133 for the second bi-term of the fall 2023 semester. Attached are the student’s unofficial transcript with the prerequisite grade and the fall 2023 schedule showing the courses were scheduled in bi-terms to ensure the prerequisite requirement was met. SIC apologizes for the oversight.

Compliance Recommendation 3 response: The appropriate evidence relating to credentials or teaching competencies are supplied as an attachment in the email.

6. Assessment Plans

The institution has in place systemic processes for assessment across the college. The 20-member Assessment Committee guides and monitors assessment activity and has broad institutional membership. The college engages in an annual assessment review cycle, augmented by a three-year review cycle including peer review for academic programs. Assessment reviews include an emphasis on “closing the loop” to attain better achievement

of stated goals and resolving issues identified in the assessment process. The Faculty Handbook (pg. 31) notes that assessment is a responsibility for all faculty.

The assessment process requires the use of data to ensure the successful application of corrections for weaknesses identified in the assessment reports. The college's *Recognition Self-Study* on pages 19-20 provided several examples of data application, and the Higher Learning Commission has commended the institution for its assessment efforts.

The institution does a regular review of placement policies and procedures and employs data analysis as part of the review. As an example, the institution selected a random group of 20 students from fiscal years 21-24 and affirmed that each had been properly placed in English courses. The college's website provides placement testing information, and the catalog includes full information about placement criteria for Advanced Placement, International Baccalaureate credits, and the like. The institution extends assessment to non-academic areas as well, such as advising and the Workforce and Illinois Small Business Development Center.

Compliance Recommendation: None.

7. Student Evaluation

The college has a well-documented policy for evaluating and recording student performance. The evaluation process is directly tied to the official course learning objectives and goals. Both faculty and student handbooks were thoroughly reviewed to ensure that the practices comply with and align with ICCB Rule 1501.405 as per the College Policy and Administrative Procedure.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college employs qualified faculty for each of its units of instruction. The faculty credentialing policies meet the minimum requirements of the ICCB Administrative Rules, and the institution has in place a credential verification process to ensure that faculty maintain appropriate credentials for all units of instruction. The college has established an evaluation process for both full-time and adjunct faculty consistent with college policies.

The college provides professional development opportunities for both full-time and part-time faculty in the form of four designated days per year on the institutional calendar, travel support, and mini grants. The grants help to close the gap left by the absence of other funding options. All development opportunities are accessible.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record meet the criteria. ICCB staff requested the transcripts of a selection of

active courses that were taught during the review period to confirm faculty qualifications. The college provided the transcripts and relevant work experience evidence requested. The ICCB review of the faculty transcripts and work experience provided by the college showed that:

- All faculty members met the required degrees, number of graduate hours, and certifications for their teaching assignments expectations.

Compliance Recommendation: None.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Southeastern Illinois College reviewed their Board policy manual, the college catalog, the college's website, and the CAREER Agreement. The college participates in one additional intergovernmental agreement with Rend Lake College for the sharing of academic and institutional services between the two colleges. Upon review, the college determined there was no further action required and that all indicators of compliance were met.

Southeastern Illinois 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. While the college refers to it as the 'state cooperative agreement' as opposed to the CAREER Agreement, all information provided on the website and the course catalog is accurate. ICCB staff determined that the college went above its due diligence with regards to the review of cooperative agreements; web links were provided for all pertinent information and page numbers of documents were provided where necessary. Regarding the intergovernmental agreement between the college and Rend Lake College noted above, it is unclear if the agreement has been reviewed and approved by the ICCB; however, the college did submit it with their self-study materials.

Compliance Recommendation: None.

Advisory Recommendation: It is recommended that Southeastern Illinois College submit the cooperative agreement it shares with Rend Lake College to the ICCB for formal approval.

College Response: The SIC/RLC Alliance Agreement is included as an attachment in the email reply to ICCB.

10. Program Review/Results

After reviewing Southeastern Illinois 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: In 2022, the program review reports were due on September 1, 2022. Southeastern Illinois College submitted the fiscal year 2022 Program Review submission 12 days late on September 13, 2022. The ICCB has no record of an extension for the submission of the report.

College Response: The delay resulted from internal timing and coordination related to completing and compiling program review materials after date adjustments from the previous year's COVID extensions. Although the submission was only slightly past the deadline, we recognize the importance of meeting ICCB timelines and documenting any needed extensions. Since then, the college has reviewed internal procedures to ensure reviews are finalized and submitted in accordance with ICCB deadlines, and responsibilities and timelines have been clarified to prevent future delays.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling

Southeastern Illinois College offers a comprehensive and structured advising and counseling program that supports students from initial enrollment through program completion. Services are designed to meet the academic planning, transitional, and career development needs of new and continuing students. Student services offices are open Mondays and Tuesdays from 8:30 a.m. to 6:00 p.m., and Wednesdays, Thursdays, and Fridays from 8:30 a.m. to 5:00 p.m. and extended hours are available during peak times. Advising practices align with institutional policies and applicable state regulations to ensure student success, retention, and goal attainment.

Compliance Recommendation: None.

B: Financial Aid

The Financial Aid Office provides accessible, student-centered support to ensure awareness and access to federal, state, and institutional financial resources. Services include walk-in advising, FAFSA workshops, and outreach at area high schools and college centers.

In collaboration with Admissions and TRIO/Student Support Services, the office works to eliminate economic barriers to education.

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: SIC does not participate in the federal student loan program.

C: Career Placement

The Career Services Center offers a variety of services, including job placement assistance, career advising, and support for career exploration. Additional initiatives include internship fairs, employer focus groups, and on-campus recruitment events. The college received a Title III federal grant, which has enhanced its career development activities. This funding has supported the implementation of the STRONG assessment tool and provided training for an employee certified to administer the test and explain its results. Furthermore, the Title III Success Coach is a new position designed to help students develop the skills necessary for future employment.

Compliance Recommendation: None.

D: Support Services

In addition to the core support services, the college provides dedicated resources for veterans, a liaison for students facing housing insecurity or homelessness, and a point of contact for undocumented students. The college also actively works to recruit, support, and increase the participation of students from traditionally underrepresented groups, including minorities, women, and individuals with disabilities.

Compliance Recommendation: None.

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

The college provides a comprehensive student experience that combines academic and extracurricular opportunities to enhance learning and engagement both inside and outside the classroom. In accordance with Standard 2.1, the institution implements co-curricular programs as part of its broader strategy to recruit, retain, and encourage the participation of traditionally underrepresented groups, including minorities, women, and individuals with disabilities, in educational programs and campus activities

Compliance Recommendation: None.

3. Admission of Students and Student Records

All Illinois community colleges operate under an open admissions policy. Admission to the college guarantees access to the institution but does not ensure entry into specific programs or courses, which may have additional requirements. Enrollment procedures are clearly outlined in the college catalog and on program-specific webpages.

Eligible students include high school graduates or those with an equivalent credential, individuals aged 18 or older, non-graduates aged 17 who are no longer enrolled in high school, and students under 18 who meet established institutional criteria.

The college accepts transfer credit from regionally accredited institutions for coursework completed during the student's period of enrollment. The Admissions Office upholds institutional policies by maintaining accurate student records, evaluating transcripts, and recording placement and proficiency data to support appropriate enrollment and student progression.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Southeastern Illinois College on November 18, 2025. 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 was 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 samples consisted of 15 course sections

for the SUSR review and 144 students for a transcript review; these were selected from fiscal year 2024's summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. An additional sample was reviewed on the dual credit population.

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 percent, that compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

The college has generally complied with laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is 99 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

For the Dual Credit sample, information was accurately reported on the SU/SR claim reports. The college excludes freshmen and sophomore high school students from the SU/SR claim reports. ICCB staff reviewed 122 students and found no errors, indicating these protocols are operating effectively.

Compliance Recommendation: None.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent 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 percent 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.

All residency classifications were documented and determined to be accurate. Based on the review, the college properly classifies students.

Compliance Recommendation: None.

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 regularly.

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

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For fiscal years 2021 through 2024, 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 action were addressed, evidence of corrective action plans (CAP) was reviewed by ICCB staff for all findings.

There were four findings noted over the four-year period. The CAP for each finding was provided but did not provide implementation dates or a responsible person to be contacted. The CAPs appear to be adequate.

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.

The college updates its facilities plan two to three times per year; the plan is integrated into operations and budgetary planning.

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 of a community college must not exceed four years and must not include any automatic rollover clauses. 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. Board minutes, board packets, and annual performance criteria and goals must be made available to the public on the district's official website.

According to 110 ILCS 805/3-75, an annual performance review of the president must be completed. This annual review must be considered when the board contemplates a bonus, raise, or severance agreement.

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.

Based on the review, there is only one contractual employee position. This is the president's position. The employment contract met all specifications and notice provisions required by law.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by Southeastern Illinois College were reviewed—generally this includes fiscal years 2021-2025 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 fourteen IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2025 is up to \$71,545 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.

Southeastern Illinois College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Southeastern Illinois College officials have met ICCB deadlines for many submissions. Overall, Southeastern Illinois 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 five of the five years reviewed. Southeastern Illinois College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2025 submission was finalized nearly three weeks late, the fiscal year 2024 and fiscal year 2021 were nearly two months late, and the fiscal year 2023 submission was finalized more than two months past the reporting deadline. The submissions took between four and nine submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in four of the five years reviewed; in fiscal year 2024, the percentage of records with unknown Degree Objective was less than four percent. The proportion of records with unknown Highest Degree Previously Earned ranged between eight percent and 19 percent. The proportion of records with Pell Recipient ranged between 11 percent and 17 percent. The proportion of records with Subsidized Stafford Recipient was zero percent in the 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 two of the past five fiscal years; the fiscal year 2024 and fiscal year 2021 submissions were finalized three weeks late, and the fiscal year 2023 submission was finalized more than one month past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Southeastern Illinois College met the reporting deadline in two of the five years reviewed; the fiscal year 2024 submission was finalized three weeks late, the fiscal year 2023 submission was five weeks late, and the fiscal year 2021 submission was finalized two and a half weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than three percent across the years reviewed. There were more completions on the A2 than on the A1 submission in the four years reviewed. The A2 submission originally collected the same completions as the A1 submission, which was limited to three completions, but the A2 allowed for more than three completions to be reported. Starting in fiscal year 2025, all of the completion details are reported only in the A2, so this check against the A1 is no longer needed.

The **Annual Course (AC)** data submission began in fiscal year 2011. Southeastern Illinois College met the reporting deadline in two of the five years reviewed; the fiscal year 2024 and fiscal year 2023 submissions were finalized nearly one month late, and the fiscal year 2021 submission was finalized three and a half weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2024 submission was finalized one day late, and the fiscal year 2023 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and there were no critical errors in the final submissions in five of the five years reviewed. Southeastern Illinois College met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2023 submission was finalized one day late. There has been consistency between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; there was a small discrepancy with the fiscal year 2022 submission (2 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Southeastern Illinois College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2021 submission was finalized more than two months past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed and the proportion of records with unknown age ranged between zero percent and less than four percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity increased to 57 percent in fiscal year 2025 from five percent in fiscal year 2021. Coverage of this variable is an area for further improvement in future submissions.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in each of the past five fiscal years. **Summer**

Graduate Reporting for the IPEDS Graduation Rate Survey (GRS) provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years.

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 fiscal year 2024 submission was finalized two days late, the fiscal year 2023 submission was ten days late, and the fiscal year 2022 was finalized more than one month past the reporting deadline. The number of submissions required to finalize these data ranged from three to four. 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 fiscal year 2024 submission was finalized 13 days late, and the fiscal year 2021 submission was finalized eight days 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. Southeastern Illinois College met the submission deadline in one of the past five years reviewed; the fiscal year 2024 submission was finalized 10 days late, the 2023 submission was five days late, and the fiscal year 2021 and 2020 submissions were finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two to eight. 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. Southeastern Illinois College met the reporting deadline in five 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 and in three of the three years reviewed for the Native American Employment Plan Survey. 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 four of the four years reviewed. In fiscal year 2025, ICCB discontinued the collection of the Underrepresented Groups Report, as it was replaced by the Equity Plans.

Compliance Recommendation: None.

Advisory Recommendation: 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 Southeastern Illinois College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Completions Data (A2)**, the **Annual Student ID Submission (ID)**, the **Annual Course Data (AC)**, **Faculty, Staff, and Salary Data (C1)**, and the **Annual Faculty, Staff, and Salary Data (C3)**. Furthermore, efforts to improve coverage of race/ethnicity for the **Noncredit Course Enrollment (N1)** are appreciated.

College Response:

Thank you for the Board's acknowledgment of the College's overall commitment to timely, accurate, and complete data submissions. Southeastern Illinois College takes state reporting compliance seriously and continuously evaluates internal processes to ensure both data integrity and adherence to ICCB deadlines.

To improve synchronization and data accuracy, the College now submits the A1 in coordination with the associated A2 and AC files. While this approach has resulted in the A1 being submitted slightly after its original deadline, it ensures consistency across files and strengthens overall data integrity. Moving forward, SIC is reviewing and refining internal data preparation workflows to better align validation processes earlier in the reporting cycle. The goal is to preserve cross-file accuracy while improving the timeliness of the A1 submission.

Appendix A

Southeastern Illinois College (533) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (07/15)*	07/11/24	07/11/23	07/14/22	11/17/21	09/23/20
# Submissions to Final	3	1	1	2	3
Timeliness	on time	on time	on time	on time	70 days late
Duplicated Head Count	280	251	222	2213	4615
Unduplicated Head Count	196	149	155	1366	2633
# Error Codes in Final Submission	2	2	1	5	5
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.71 percent	3.59 percent	0.45 percent	1.13 percent	1.39 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.18 percent	0.20 percent
% Unknown Age in Final Submission unknown	0.00 percent	3.19 percent	0.00 percent	0.00 percent	0.02 percent
% Unknown Ethnicity in Final unknown	56.79 percent	51.00 percent	44.59 percent	7.50 percent	4.98 percent

*Due 07/17 in FY 24; adjusted to 11/19 in FY 22 due to ICCB processing delays

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (08/01)*	08/20/24	09/22/23	10/06/22	10/08/21	09/22/20
# Submissions to Final	4	4	5	9	9
Timeliness	19 days late	51 days late	66 days late	on time	50 days late
Head Count (total incl. 0 hrs enroll.)	3284	3103	2476	2226	3766
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	5	2	2	1	5

# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.48 percent	3.86 percent	0.32 percent	0.53 percent	2.36 percent
% o Cumulative GPA in Final Sub.	26.40 percent	23.30 percent	14.38 percent	12.22 percent	20.69 percent
% o Cumulative Hours in Final Sub.	25.85 percent	22.14 percent	13.73 percent	11.32 percent	20.13 percent
% Unknown Degree Obj. in Final	0.00 percent	3.83 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	18.73 percent	15.82 percent	12.72 percent	8.13 percent	13.78 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	11.45 percent	11.57 percent	14.58 percent	17.07 percent	13.62 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

* Due 8/02 in FY 24; 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	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	08/20/24	09/22/23	10/06/22	10/08/21	09/18/20
# Submissions to Final	3	4	6	6	4
Timeliness	on time	21 days late	35 days late	on time	17 days late
Record Count (duplicate completions)	436	378	400	407	353
Total Number of Completions from A1	N/A	370	387	398	340
More Completions on A2 than on A1 or Equal Number	N/A	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 unknown	0.46 percent	1.06 percent	1.00 percent	2.46 percent	1.70 percent
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* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (09/01)*	08/21/24	09/22/23	10/06/22	10/08/21	09/22/20
# Submissions to Final	4	4	6	5	4
Timeliness	on time	21 days late	35 days late	on time	21 days late
Head Count in Final Submission	3284	3103	2476	2226	3766
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	3	2	1	3
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Course Data (AC)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	08/21/24	09/27/23	09/30/22	01/04/22	09/25/20
# Submissions to Final	3	1	1	1	1
Timeliness	on time	26 days late	29 days late	on time	24 days late
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.09 percent	0.01 percent	0.05 percent	0.08 percent	0.05 percent
% Dual Credit in Final	17.68 percent	18.21 percent	16.06 percent	18.08 percent	14.02 percent
% Remedial (PCS 14) in Final	3.11 percent	3.59 percent	3.49 percent	3.11 percent	3.54 percent

* Due 09/03 in FY 25; adjusted to 01/12 in FY 22 due to ICCB processing delays

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	09/13/24	10/03/23	10/05/22	11/19/21	09/30/20
# Submissions to Final	1	2	2	1	4
Timeliness	on time	1 day late	2 days late	on time	on time
Head Count in Final Submission	1446	1392	1379	1239	1263
Discrepancy between E1 & Survey	0	0	0	+2	0
# Error Codes in Final Submission	3	2	3	2	3
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.89 percent	0.86 percent	0.43 percent	0.48 percent	0.39 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	98.34 percent	95.98 percent	96.16 percent	95.16 percent	96.12 percent

* Due 10/02 in FY 24; 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	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	09/13/24	10/02/23	10/04/22	09/30/21	10/01/20
Timeliness	on time	on time	1 day late	on time	on time
Head Count	1446	1392	1379	1237	1263
Discrepancy between E1 & Survey	0	0	0	-2	0

* Due 10/02 in FY 24; 10/03 in FY 23

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (11/01)*	10/09/24	10/03/23	11/01/22	11/19/21	10/29/20
Timeliness	on time	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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	11/15/24	11/17/23	10/27/22	01/04/22	10/09/20
# Submissions to Final	3	4	4	4	3
Timeliness	on time	2 days late	10 days late	35 days late	on time
# Error Codes in Final Submission	4	2	3	4	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.66 percent	11.64 percent	14.92 percent	17.51 percent	18.43 percent
% Unknown Employment Class (8)	10.69 percent	10.96 percent	16.42 percent	12.41 percent	12.06 percent

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays; due 10/15 in FY 21

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	10/10/24	11/28/23	10/17/22	11/15/21	10/23/20
# Submissions to Final	1	1	1	1	1
Timeliness	on time	13 days late	on time	on time	8 days late

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays; due 10/15 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/02/24	11/07/23	11/16/22	01/11/22	12/08/20
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Asian American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/02/24	11/07/23	11/16/22	01/11/22	12/08/20
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/02/24	11/07/23	11/16/22	01/11/22	12/08/20
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Hispanic Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/02/24	11/07/23	11/16/22	01/11/22	12/08/20
Timeliness	on time	on time	on time	on time	on time

**Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Native American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note**	12/02/24	11/07/23	11/16/22	N/A*	N/A*
Timeliness	on time	on time	on time	N/A*	N/A*

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

** Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2025	2024	2023	2022	2021
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Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	N/C**	01/22/24	02/01/23	01/28/22	01/29/21
Timeliness	N/C**	on time	on time	on time	on time

*Due 02/01 in FY 24; 02/10 in FY23; 02/01 in FY22; 02/02 in FY 21

**Discontinued starting FY 25

Spring Semester Enrollment Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (02/15)*	01/28/25	01/26/24	02/02/23	02/10/22	01/28/21
Timeliness	on time	on time	on time	on time	on time

*Due 02/17 in FY 25

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (6/15)*	06/27/24	06/20/23	06/15/22	06/16/21	06/16/20
# Submissions to Final	8	3	2	2	4
Timeliness	10 days late	5 days late	on time	1 day late	1 day late
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	1.76 percent	2.62 percent	5.09 percent	8.16 percent	8.69 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	2.64 percent	1.31 percent	1.85 percent	0.00 percent	0.43 percent
% Unknown Employment Class (8)	9.69 percent	10.48 percent	11.11 percent	10.20 percent	8.70 percent

* Due 06/17 in FY 24 and FY 19

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

Item #11.1
March 27, 2026

Minutes of the
469th Meeting of the
Illinois Community College Board

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

January 16, 2026

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 16, 2026, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Sylvia Jenkins called the Board meeting to order at 9:30 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Hector Garcia, Mara Botman, An-Me Chung, Jeanne McDonald, Marlon McClinton, Allison Meese, student member, Larry Peterson, and Teresa Garate. Lisa Dziekan and George Evans attended virtually and were voted into the meeting after roll call. A quorum was declared. Maureen Banks was not present.

Chair Jenkins asked for Board member, Lisa Dziekan, to state for the record, name, location, and reason that she is unable to physically attend the board meeting:

Chicago, IL due to a work conflict

Chair Jenkins asked for Board member, George Evans, to state for the record, name, location, and reason that she is unable to physically attend the board meeting:

Centralia, IL due to a work conflict

Chair Jenkins stated the Board members are unable to attend today's meeting due to work related issues. According to Section 7 of the Open Meetings Act, they may participate in today's meeting virtually and the Board needs a motion to allow them to attend.

Marlon McClinton made a motion, which was seconded by Hector Garcia, to allow Board members George Evans and Lisa Dziekan to participate in today's Board meeting virtually.

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

Item #2 - Announcements and Remarks by Board Chair

Chair Sylvia Jenkins welcomed everyone to the Board Meeting. Chair Jenkins introduced the new Board member, Dr. Hector Garcia. Dr. Garcia brings deep expertise in K–12 administration, finance, and statewide policy, and currently serves as Superintendent of District 181, which is such an important perspective to have. She congratulated Board member Dr. Larry Peterson on his reappointment to the Board. Dr. Peterson continues his service following a career that includes the presidency of Shawnee Community College and more than two decades in student services, enrollment management, and executive administration, with a sustained focus on access, equity, and institutional operations. The Board Members then went on to introduce themselves. Chair Jenkins congratulated Alison Meese, the Student Board member. Alison is the inaugural recipient of the ICCB’s student scholarship for \$500 for serving as the student representative on our Board.

As February approaches, Black History Month will be observed—a time to recognize the profound contributions of Black leaders, educators, students, and communities to our state and to higher education. For Illinois community colleges, Black History Month is not only a moment of reflection, but also a reminder of our responsibility to confront persistent inequities in access, opportunity, and outcomes, and to translate our values into sustained, measurable action. Illinois community colleges serve some of the most diverse student populations in the nation, and disparities in enrollment, completion, and workforce outcomes remain real challenges. Through the agency’s Equity Goal—advancing equity across the Illinois community college system, we have embedded it in the work that we do, through initiatives like the implementation of Equity Plans for the colleges, and the Workforce Equity Initiative.

The year ahead will also include continued discussion around the community college baccalaureate. As Illinois explores expanded bachelor’s-degree pathways at community colleges, the Board’s role will be to ensure these efforts are aligned with workforce demand, affordability, quality, and equity. Thoughtfully designed baccalaureate pathways can help close racial and regional equity gaps, expand access to bachelor’s degrees in high-need fields, and strengthen local talent pipelines without duplicating existing capacity.

Chair Jenkins concluded by thanking Governor Pritzker for the release of 24M in Manufacturing Training Expansion Grants for Community Colleges. Governor JB Pritzker announced \$24 million in state grant funding to establish six new Manufacturing Training Academies at Illinois community colleges, enhancing advanced workforce training opportunities in high-demand industries. These grants will fund facility upgrades and equipment to train students for skilled manufacturing jobs.

Item #2.1 - Feed the Need Food Drive Recognition

Illinois Community Colleges are once again working together to address food insecurity on campuses across the state, with a collective effort that has doubled in size in its second year. The 2nd annual Feed the Need Campus Food Drive, which started in 2024 to help combat food insecurity on college campuses and support students in need, collected nearly 180,000 individual non-perishable food items for local campus and community food banks. That number dwarfs last year's total of nearly 91,000 food items collected

Elgin Community College (ECC) took home the top spot in this year’s Feed the Need Campus Food Drive, collecting more than 34,000 individual non-perishable items. President Peggy Heinrich was in attendance and accepted a commemorative plaque given to each year’s winner. In all, more than half of all Illinois Community Colleges took part in this year's Feed The Need Campus Food Drive contest.

Item #2.2 - Career and Technical Education Month Resolution

The Illinois Community College Board formally recognized the month of February as Career and Technical Education month. Career and technical education remains central to the community college mission—connecting students to high-quality credentials, apprenticeships, and careers that meet the evolving needs of Illinois employers and communities. When aligned with equity goals,

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CTE and workforce programs serve as powerful engines for closing opportunity gaps and supporting regional economic growth. Mr. George Evans read the following resolution:

WHEREAS, Career and Technical Education (CTE) provides Illinois residents with accessible, high-quality pathways to meaningful employment by combining academic learning, technical skill development, and hands-on, work-based learning; and

WHEREAS, Illinois community colleges serve as the primary providers of postsecondary Career and Technical Education in the State, graduating 44,906 students in Fiscal Year 2025 through more than 4,175 Illinois Community College Board-approved degree and certificate programs that meet workforce needs; and

WHEREAS, Career and Technical Education programs offered through Illinois community colleges reflect strong partnerships with employers, labor organizations, workforce agencies, and community stakeholders, ensuring programs remain relevant, responsive, and aligned with current and emerging industry demands; and

WHEREAS, Career and Technical Education advances the Board Goals of the Illinois Community College Board by expanding access to high-quality career pathways, promoting economic mobility, strengthening talent pipelines, supporting employers, and contributing to sustainable economic growth across Illinois; and

WHEREAS, the Illinois Community College Board proudly supports and invests in innovative and effective Career and Technical Education programs that empower students, strengthen communities, and drive the State's economic vitality.

NOW, THEREFORE, BE IT RESOLVED, that the Illinois Community College Board hereby proclaims the month of February as Career and Technical Education Month in Illinois; and

BE IT FURTHER RESOLVED, that the Illinois Community College Board commends Illinois community colleges, educators, administrators, employers, and partners for their leadership, dedication, and collaboration in advancing Career and Technical Education and expanding opportunity for learners across the State.

Item #3 - Board Member Comments

There were no comments.

Item #4 - Executive Director Report

Dr. Brian Durham gave a brief update on the technical modeling work groups including, base operating, equalization, and dual credit. The base operating had made progress and the equalization group is exploring legislation to address funding issues. The dual credit group is working with I-WORKS to conduct a cost study on dual credit. He mentioned there will be changes to the Carnegie Classifications System and the impact on community colleges. Dr. Durham went on to briefly discuss the Workforce Pell Grant Program. This program awards Pell grants for programs that are only eight to fifteen weeks. The program aims to empower non-credit articulation into credit and provide financial aid for short-term programs. The state has convened an interagency team to implement the program, which includes the Department of Commerce and Economic Opportunity, the Board of Higher Education, and the Student Assistance Commission. The team is currently looking at how this program will be implemented. But the current administration is looking at implementing it July 1 of 2026.

Item #5 - Community College Spotlight: Lincoln Land Community College

Over the course of the next year, the ICCB intends to work collaboratively with colleges to share examples of the good work taking place across the Illinois Community College System. These highlights are intended to provide meaningful context for Board discussions and to deepen understanding of how colleges support students, respond to local needs, and contribute to communities across the state. Illinois community colleges are a significant strength of the state's higher education landscape, reflecting innovation, resilience, and a strong commitment to access, equity, workforce development, and student success.

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This approach is designed to be especially helpful for new (and newer) Board members, offering an ongoing, practical opportunity to learn about the diversity of institutions within the system, the strengths they bring, and the real-world conditions in which they operate. The intent is to recognize and support the work colleges do every day, while grounding Board-level policy and oversight discussions in lived campus experience. Lincoln Land Community College gave a presentation highlighting its efforts as one illustration of the many ways colleges translate state policy and resources into local impact. Staff presented on how PATH (Pipeline for the Advancement of the Healthcare Workforce) has helped students achieve their goals in completing programs.

Item #6 - Base Operating & Equalization Technical Modeling Working Groups

This Report documents efforts to operationalize recommendations from the earlier Adequacy and Equity in Community College Funding Working Group (AEWG) by conducting detailed technical modeling of the Base Operating and Equalization grant formulas. Convened in August of 2025, the Working Groups met six times through December of 2025 to do detailed modeling on specific approaches to meeting the recommendations of the AEWG group. Dr. Durham discussed the report, the two working groups, and the methodological and strategic endorsements they put forth.

The Board took a break at 10:59 and returned at 11:10 a.m.

Item #7 - Committee Reports

Item #7.1 - Finance, Budgeting, Accountability and External Affairs Committee

The committee met on Friday, January 16 at 8:30 a.m. with the following members present: George Evans, Hector Garcia, Larry Peterson, Mara Botman, and Lisa Dziekan. The committee discussed Public Relations and Marketing Update: Live again on LinkdIN; Spring 2026 Legislative Update; FY25 Annual Student Enrollment and Completion Report; and Administrative Rules Update.

Item #7.1a – Spring 2026 Legislative Agenda

The ICCB was requested to approve the Spring 2026 Legislative Agenda and authorize board staff to introduce legislation in the Illinois General Assembly to enact the agenda.

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

The Illinois Community College Board hereby approves the following Spring 2026 Legislative Agenda and authorizes board staff to introduce legislation to enact this Agenda:

1. Community College Baccalaureate Degree
2. Adult Education Statutory Updates
3. Reverse Transfer

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

Item #7.2 - Academic, Workforce, and Student Support

The committee met on Friday, January 16th at 8:00 a.m. with the following members present: Jeanne McDonald, An-Me Chung, Allison Meese, and Marlon McClinton.

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The committee discussed: Workforce Education; Workforce Pell Update; Strategic Initiatives: Open Education Resources (OER) Presentation - College of DuPage – Lauren Kosrow; April 2026 HiSET Price Increase; Academic Affairs: Early Childhood Access Consortium for Equity (ECACE) And Illinois Articulation Agreement (IAI); and the New Units of Instruction.

Item #7.2a – PSI Services LLC – HiSET® Test Increase

Beginning April 1, 2026, the cost of the computer and paper HiSET® exam will increase to \$26.00 per test module with the full battery costing \$130.00. This is an overall increase of \$15.00. The cost of the online HiSET® exam will increase to \$41.00 per test module with the full battery costing \$205.00. This is an overall increase of \$42.50. Currently, there is a promotion, ILSAVE26, to reduce the cost of HSE testing through HiSET by up to \$130.00.

The following is a break-down of costs: across the formulas the third was allocating targeted resources to districts based on demographic institutional needs and while also providing flexibility so this is really the equity piece of this work it was an adequacy and equity funding group and this was the equity piece on the floor

- With the increase, the new cost to take the HiSET® exam is \$130.00 for the full battery of in-person computer or paper testing, which is \$26 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 \$205.00 for the full battery of testing, which is \$41.00 per test module and includes a \$23.00 remote proctoring fee.

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

The Illinois Community College Board approves the increase cost of the HiSET® Testing fee to \$130.00 per battery for in-person testing and \$205.00 for online proctored testing effective April 1, 2026.

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

Item #7.2b – Presentation on the 2025 Illinois Community College Apprenticeship Report

Whitney Thompson, Deputy Director for Workforce Education, and Lavon Nelson, Senior Director for Workforce Education, will present the findings of the 2025 Illinois Community College Apprenticeship Report. The Report demonstrates that there has been significant growth in apprenticeship implementation in the system. It also identifies key findings on the scope of programs, institutional roles, use of data and customer management systems, funding model variations, as well as persistent challenges and opportunities.

Item #8 - One Click College Admit Update

Deanna Schenk gave an update to the Board on the One Click College Admit program. The Direct Admissions legislation, IL Public Act 104-0015, which was signed into law June 30, 2025 is designed to make college more accessible for students in Illinois by providing proactive admissions to public universities and community colleges to high school seniors based only on their GPA and proactive admissions to public universities to community college transfer students based only on their GPA and credits earned.

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This proactive approach requires a fundamental shift in the admission process. The direct admissions program necessitates all community colleges join a shared platform, which will be hosted by Common App. In Fall 2025, ICCB supported community college adoption and implementation of Common App through individual meetings with each college, monthly meetings with early adopters of the Common App, convening a community college advisory group, and by allocating \$10K to each community college district to support adoption of the Common App. In Spring 2026 ICCB staff will host a series of webinars and in-person regional workshops to further support community college staff as the system works toward full adoption of Common App. This project has been a collaborative effort with ICCB partnering closely with IBHE and ISAC and engaging a variety of stakeholders for feedback on the design and implementation of the Direct Admissions program. ICCB staff continue to work to ensure that community colleges are in the best position to contribute to, and benefit from, the goals of the Direct Admissions legislation.

Item #9 - New Units

Item #9.1 – Kaskaskia College

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

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

PERMANENT PROGRAM APPROVAL

Kaskaskia College

- Culinary Management and Operations Certificate (44 credit hours)

The motion was approved via unanimous voice vote. Student Advisory vote: yes. George Evans abstained.

Item #9.2 – Prairie State College

Marlon McClinton made a motion, which was seconded by Mara Botman, to approve the following item:

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

PERMANENT PROGRAM APPROVAL

Prairie State College

- Clinical Medical Assisting Certificate (32 credit hours)

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

Item #10 - recognition

Item #10.1 - Heartland Community College

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

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

Heartland Community College, District 540

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

Item #11 - Adoption of Minutes

Larry Peterson made a motion, which was seconded by Jeanna McDonald, to approve the following item:

Item #11.1 - Minutes of the December 5, 2025, Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the December 5, 2025, meeting as recorded.

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

Item #12 – consent agenda

Teresa Garate made a motion, which was seconded by An-Me Chung, to approve the following items:

Item #12.1 - Illinois Community College Board January 2026 Regulatory Agenda

The Illinois Community College Board approves the following Fiscal Year 2026 contractual agreements:

<u>Funding Source</u>	<u>Contractor</u>	<u>Original Estimate</u>	<u>Actual Cost</u>	<u>Contract Period</u>	<u>Description</u>
001 - PATH	Competency-Based Education Network	n/a	25,186	10/1/25 - 6/30/26	<i>Small Purchase with Sole Source Conditions:</i> Licenses for C-BEN's CompetentU Modules New Initiative - PATH related Competency-Based Education Workshops for the Community Colleges utilizing CompetentU.
GRF/ Allocated	Sorling Northrup	30,000	40,000	7/1/25-6/30/26	<i>Sole Source Provider:</i> ICCB Legal Services We are increasing our contract for this year due to 72% utilization as of November. This contract total exceeds 10 percent of what was provided during the June Board

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

Item #13 - Information Items

There was no discussion.

Item #13.1 - Fiscal Year 2026 Financial Statements

Item #13.2 - FY25 ICCB Annual Student Enrollment and Completion Report

Item #13.3 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #13.4 - 2025 Illinois Community College Apprenticeship Report

Item #13.5 - Illinois Articulation Initiative Report

Item #13.6 - Early Childhood Access Consortium for Equity Report

Item #13.7 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #13.7a - Dual Credit

Item #14 - Other Business

There was no other business.

Item #15 - Public Comment

There was no public comment.

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Item #16 - Adjournment

Chair Jenkins ended the meeting by mentioning there will be a date change that will be brought to the Board meeting for approval in March. It will be for the December 2026 Board meeting to change to a date in November.

Larry Peterson made a motion, which was seconded by An-Me Chung, to adjourn the Board meeting at 12:23 p.m.

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

Illinois Community College Board

REVISED CALENDAR YEAR 2026 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Revised Board meeting date for calendar year 2026:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Revised Calendar Year 2026 Board Meeting Dates and Locations listed below, with the new date for the September Board Retreat and new location for the September meetings:

Calendar Year 2026 Board Meeting Dates and Locations

January 16

9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

March 27

9:30 a.m. – Lake Land College, Mattoon

June 5

9:30 a.m. — Chicago Suburb - ICCTA Convention

July

Subject to Call

September 24

Board Retreat

1:00 p.m. – Elgin Community College, Elgin

September 25

Board Meeting

9:30 a.m. – Elgin Community College, Elgin

November 6

9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

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

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Illinois Community College Board

RECOGNITION MANUAL 2026 - 2030

The Recognition Manual for the 2026 – 2030 years cycle has been updated. The changes incorporate recent and updated legislative mandates, new compliance standards for community colleges and required procedures.

Each recognition evaluation will focus on the standards identified in Appendix C. These selected standards will be the central focus of (1) the district's self-evaluation submitted as a part of the application for recognition and (2) the ICCB evaluation. While the focus of the recognition evaluation will be on selected standards, the district is responsible for compliance with all ICCB standards. Standards other than those selected for focus may be addressed by ICCB staff during the recognition evaluation or at other times during the year. The college will also review their previous Recognition report to ensure any issues have been addressed.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Recognition Manual for 2026 – 2030.



RECOGNITION MANUAL

for the Illinois Public Community College Districts

**Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711
Telephone: (217)-785-0123 www.iccb.org**

2026-2030

Printed by Authority of the State of Illinois

Illinois Community College Board

**RECOGNITION MANUAL FOR THE
ILLINOIS PUBLIC COMMUNITY
COLLEGE DISTRICTS
Years 2026 - 2030**

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INTRODUCTION

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 (ICCB) (Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, ICCB staff conducts recognition evaluations to ensure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle. **In the event that a college has notable findings that require follow-up or monitoring between recognition cycles, additional communication and scheduling will be shared by the Senior Director of Academic Affairs and Instruction (or designated ICCB staff), along with the desired documents/information necessary to ensure compliance.**

ICCB staff makes an assessment on each individual standard and on a holistic basis. On individual standards, colleges are identified as either in compliance or not in compliance. Recommendations are either mandatory when a college is out of compliance or otherwise advisory; **however, colleges are required to provide responses to both compliance and advisory recommendations that are included in Recognition reports.** College responses should indicate what efforts have been or will be made to address and remedy the compliance and advisory recommendations that are noted on the report. On an overall basis, 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 time-period.

Standards identified for focused review during the 2026 - 2030 cycle will be selected from the following broad categories:

- I. Academic
- II. Student Services/Academic Support
- III. Finance/Facilities
- IV. Institutional Research/Reporting

Version updates to this manual will be implemented if any relevant changes to the Administrative Code are adopted by the State of Illinois Joint Committee on Administrative Rules

Version 1.1

OBJECTIVES OF THE RECOGNITION EVALUATION

The following are the objectives of the ICCB recognition evaluation process:

1. To determine district compliance with standards established by the [Public Community College Act](#) and [ICCB System Rules Manual](#) available on the ICCB [website](#).
2. To provide assistance to districts in achieving compliance with the Act and Administrative Rules.
3. To identify issues that may be of concern to the community college system and to gather basic data about these issues.
4. To identify exemplary district practices/programs that can be shared with other districts.

THE RECOGNITION PROCESS

The recognition process takes advantage of the substantial amounts of information that the colleges provide to the Board on a routine basis. Evaluations include quality indicators, in addition to standards that are strictly compliance oriented. If issues arise during the ICCB staff's office evaluation that cannot be resolved through off-site contact with the college, a visit to the college concurrent with the credit hour claims audit visit will be arranged to view materials available on campus and/or to discuss issues with college personnel. The ICCB may, in some instances, conduct on-site visits, as deemed appropriate and necessary.

Application

Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the [Public Community College Act](#). The application should include a letter from the local board of trustees (or designee) requesting the ICCB to assign a status of "recognition continued" to the district. The application letter should be received within 90 days after official notification from the Illinois Community College Board. See Appendix D for full instructions on the application process.

Scope

Each recognition evaluation will focus on the standards identified in Appendix C. These selected standards will be the central focus of (1) the district's self-evaluation submitted as a part of the application for recognition and (2) the ICCB evaluation. While the focus of the recognition evaluation will be on selected standards, the district is responsible for compliance with all ICCB standards. Standards other than those selected for focus may be addressed by ICCB staff during the recognition evaluation or at other times during the

year. The college should also review the previous Recognition report to ensure previous issues have been addressed.

Submission Process

The college shall be notified in writing when the process for recognition begins. In this notice, the college will receive instructions as to the submission process. Supplemental information requests will come from the Senior Director for Academic Affairs and Instruction or their designee.

Provisions

On an overall basis, there are three categories of recognition status:

Recognition Continued - The district generally meets ICCB standards. A district which has been granted a status of “recognition continued” will be entitled to receive ICCB grants for which it is otherwise entitled and eligible.

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

Recognition Interrupted - The district failed to take corrective action to resolve the conditions placed upon it under “Recognition Continued-with Conditions” within the 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 on “Recognition Interrupted” status will have state funding suspended on a prorated, per diem basis for the period of time for which such status is in effect.

Action

Recognition is considered to be continuous unless action is taken to interrupt it. The ICCB will act on the recognition status of each district at a meeting subsequent to the ICCB recognition report being received. A district which previously has not been granted a recognition status by the ICCB may apply for a recognition status at any time.

Evaluation

ICCB staff will conduct an in-depth evaluation of each district at least once every five years (See Appendix B for the 2026-2030 schedule).

- 1) This evaluation will be conducted by ICCB staff based on internal ICCB documents and on requests for information, data, and documents from the college.
- 2) On-site visits, including a required credit hour claims audit visit, will be scheduled.

- 3) The district shall receive a draft report of the evaluation findings and is asked to respond to the findings within 30 days of receipt of the draft report.
- 4) A final report will be presented to the ICCB at its next regularly scheduled board meeting and will include the district's responses to the draft report's findings. Accompanying the final report will be the staff's recommendation for recognition.
- 5) After the final report is approved, there may also be recommendations for follow-up submission required by the college, based on the finding(s) in the final report. **The ICCB Senior Director for Academic Affairs & Instruction will contact the institution's designated Recognition Liaison with further guidance should the college receive a status of "Recognition Continued-with Conditions".**

Review and Appeal

The ICCB may place a district on a "Recognition Interrupted" status for failure to meet ICCB standards after being assigned a status of "Recognition Continued-with Conditions" and receiving a follow-up evaluation if the district has not resolved the conditions within the stated time allowed. Any district whose recognition is interrupted may file a written request with the ICCB for a hearing on the decision in accordance with ICCB Rule 1501.110.

APPENDIX A

APPLICABLE STATUTES - RECOGNITION¹

Sections 2-12 and 2-15 of the [Public Community College Act](#) provide the bases for recognition: 2-12. The State Board shall have the power, and it shall be its duty:

2-12f. To determine efficient and adequate standards for community colleges for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration and supervision, and to grant recognition certificates to community colleges meeting such standards.

2-12g. To determine the standards for establishment of community colleges and the proper location of the site in relation to existing institutions of higher education offering academic, occupational and technical training curricula, possible enrollment, assessed valuation, industrial, business, agricultural, and other conditions reflecting educational needs in the area to be served; however, no community college may be considered as being recognized nor may the establishment of any community college be authorized in any district which shall be deemed inadequate for the maintenance, in accordance with the desirable standards thus determined, of a community college offering the basic subjects of general education and suitable vocational and semiprofessional and technical curricula.

2-15. The State Board shall grant recognition to community colleges which maintain equipment, courses of study, standards of scholarship, and other requirements set by the State Board. Application for recognition shall be made to the State Board. The State Board shall set the criteria by which the community colleges shall be judged and through the executive officer of the State Board shall arrange for an official evaluation of the community colleges and shall grant recognition of such community colleges as may meet the required standards.

¹ [110 ILCS 208](#)/ Public Community College Act

APPENDIX B SCHEDULE OF RECOGNITION EVALUATIONS 2026 - 2030*

Dist. No.	District	Recognition Evaluation – Calendar Year				
		2026	2027	2028	2029	2030
503	Black Hawk	X				
508	Chicago			X		
507	Danville		X			
502	DuPage	X				
509	Elgin		X			
512	Harper				X	
540	Heartland				X	
519	Highland			X		
514	IL Central				X	
529	IL Eastern			X		
513	IL Valley				X	
525	Joliet			X		
520	Kankakee			X		
501	Kaskaskia	X				
523	Kishwaukee				X	
532	Lake County					X
517	Lake Land	X				
536	Lewis & Clark					X
526	Lincoln Land				X	
530	Logan				X	
528	McHenry				X	
524	Moraine Valley				X	
527	Morton				X	
535	Oakton					X
505	Parkland		X			
515	Prairie State		X			
521	Rend Lake	X				
537	Richland					X
511	Rock Valley		X			
518	Sandburg		X			
506	Sauk Valley		X			
531	Shawnee				X	
510	South Suburban		X			
533	Southeastern					X
522	Southwestern		X			
534	Spoon River					X
504	Triton	X				
516	Waubonsee	X				
539	Wood					X

*Year noted is indicative of the year the college receives notice of beginning of Recognition review

APPENDIX C RECOGNITION STANDARDS YEARS 2026 – 2030

Illinois Community College Board			
RECOGNITION STANDARDS Years 2026 - 2030			
STANDARD I	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
ACADEMIC			
<p>1. Degrees and Certificates: A college shall award associate degrees and certificates in accordance with units of instruction approved by the ICCB. The criteria for approval of new units of instruction also are required for existing programs offered by community colleges. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.</p>	<p>ICCB Rule 1501.303b (Program Requirements)</p> <p>ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The college awards, associate degrees, and certificates in accordance with units of instruction approved by the ICCB. All degrees and certificates will meet credit hour ranges and general education requirements for new programs. Programs that are not in the catalog and in which the college is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File. 	<ul style="list-style-type: none"> College catalog ICCB Curriculum Master file
<p>2. Articulation: Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:</p> <ol style="list-style-type: none"> at least three Illinois public universities, or at least three baccalaureate degree- 	<p>ICCB Rule 1501.309d1 (Course Applicability)</p> <p>110 ILCS 150/ Student Transfer Achievement Reform Act</p> <p>110 ILCS 152/ Illinois Articulation Initiative Act</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The district's AA, AS, AFA, AES, and AAT degree requirements allow only courses that have been articulated for transfer. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> The college has adopted the general education core for its baccalaureate transfer degrees. The college has adopted the major-specific curriculum models for its baccalaureate/transfer degree majors to facilitate transfer to corresponding baccalaureate programs. The college has adopted a process for reverse transfer of credits. 	<ul style="list-style-type: none"> College degree requirements and procedures College catalog Articulation documentation Articulation Agreements

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<p>granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.</p> <p>3. Academic Control</p> <p>a. The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.</p> <p>b. The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act where applicable.</p>	<p>ICCB Rule 1501.302 Units of Instruction, Research, and Public Service</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The community college maintains full academic control of the unit of instruction including admission, registration, course evaluation, rigor, and standards. 	<ul style="list-style-type: none"> Instructor Evaluation Policies ICCB Approved Units of Instruction Instructor Records
<p>4. Curriculum: The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.</p> <p>a. The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:</p> <p>i. For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;</p> <p>ii. For the Associate in Fine Arts, Associate of Arts in Teaching, and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit</p>	<p>ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The districts AA, AS, AFA, AES, AAS and AGS degrees requirements are within the prescribed limits set forth by statute and Administrative Rules. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> Degree requirements beyond the minimum are directly related to the objectives of the unit of instruction, are not excessive and are generally consistent with similar degree offerings at other institutions. Degree offerings are consistent with the career pathway competencies. for students seeking to enter a field of study or that are transferring to a four-year institution. 	<p><u>ICCB Approved Units of Instruction</u></p> <ul style="list-style-type: none"> Program Requirements

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<p>hours or the quarter credit hour equivalent;</p> <p>iii. For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and</p> <p>iv. For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.</p>			
<p>b. Accreditation and Credentialing:</p> <p>i. Appropriate steps have been taken to ensure that accreditation of the unit of instruction will be granted in a reasonable period of time.</p> <p>ii. The unit of instruction will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.</p>		<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The unit of instruction meets accreditation and licensure requirements, as appropriate to the specific field. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> The unit of instruction includes industry-recognized credentials consistent with the discipline or field of study. Evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline or field of study. For Career and Technical Education courses, the unit of instruction was developed with the advice and recommendations of a CTE Advisory committee of employers. 	<ul style="list-style-type: none"> Evidence of Accreditation for specific units of instruction selected for review; Evidence of inclusion of industry-recognized credentials (as applicable) for specific units of instruction selected for review.

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<p>5. Dual Credit: Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:</p> <p>a. State Laws and Regulations and Accreditation Standards: All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.</p> <p>b. Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level.</p> <p>i. For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master’s degree within the discipline or any master’s degree with 18 graduate hours appropriate to the field of study or in the discipline in which the instructors will be teaching.</p>	<p>ICCB Rule 1501.313 (Dual Credit)</p> <p>ICCB Rule 1501.303 (f) (Program Requirements)</p> <p>Dual Credit Quality Act P.A. 104-0012</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • College conforms to all state laws and regulations and accreditation standards • College has a written Dual Credit policy addressing all state laws and regulations. • Faculty hold required credentials • College has Professional Development plans on file • Students enrolled in college-level courses meet the academic requirements of the course • Process for course selection is made in consultation with high school personnel • Statement for college credit needed? • Statement for mixed classes needed? 	<ul style="list-style-type: none"> • Dual Credit Policies • College faculty records / ICCB faculty records • Student records • Articulation agreements / program assignment of courses • Course outlines / syllabi • College faculty / staff records / ICCB faculty records • IAI Course Approval

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<ul style="list-style-type: none"> ii. For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction. iii. High school instructors teaching dual credit courses who do not meet the faculty credential standards of this subsection (a)(2) to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education. c. Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for 			

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reimbursement. d. Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared. e. Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs. f. Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings. g. Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.			
6. Partnership Agreements for Dual Credit: A community college district shall, upon the written request of a school district within	ICCB Rule 1501.313 (Dual Credit)	<u>Indicators of Compliance:</u> <ul style="list-style-type: none"> College conforms to all state laws and regulations and accreditation standards. 	<ul style="list-style-type: none"> Dual Credit Policies Professional Development Plan Policies

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<p>the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework. The school district and community college district must designate a liaison and begin negotiations to reach a partnership agreement no later than 60 calendar days after the initial request as specified in P.A. 104-0012.</p> <p>a. The partnership agreement shall minimally include all of the items found in P.A. 104-12</p> <p>b. a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses.</p> <p>c. Allowance of a high school student who does not otherwise meet the community college’s academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit.</p> <p>d. Every post-secondary institution will submit an electronic copy of all dual credit partnership agreements to ICCB within 30 days of the execution or amendment date. These partnership agreements will be published on the ICCB’s website as specified in P.A. 104-0012.</p>	<p>Dual Credit Quality Act P.A. 104-0012</p>	<ul style="list-style-type: none"> • College has a written policy addressing partnership agreements, disagreements, and appeal processes. • College has a written policy addressing Professional Development Plans. • College has a designated Dual Credit liaison. • College has a partnership agreement with all high school districts where dual credit coursework is being provided. • College has a mechanism in place for evaluating and document student performance. • College submits all new, renewed, or amended partnership agreements to ICCB for publication. 	<ul style="list-style-type: none"> • Partnership Agreements • Professional Development Plans • Student data • Self-Study

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<p>7. Assessment Plans: A system of evaluating and recording student performance in courses shall be in effect as a per district policies and shall be available for review.</p> <p>Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of student learning. All academic programs will systematically assess student learning and use assessment results to improve programs.</p>	<p>ICCB Rule 1501.405 (Student Evaluation)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The college has in place a systematic process to assess student learning in each degree and certificate program it offers. The college regularly utilizes data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning. 	<ul style="list-style-type: none"> College placement policies and cutoff scores Program review reports College catalogs Applications for new programs College self-study College instructional program assessment policies
<p>8. Student Evaluation: A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.</p>	<p>Section 1501.405 (Student Evaluation)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The college has a policy in place for evaluating and recording student performance in courses. 	
<p>9. Faculty Qualifications/Policies: 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.</p> <p>4. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate</p>	<p>ICCB Rule 1501.303(f) (Program Requirements)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> Faculty preparation is in accordance with ICCB rule. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> 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. Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location. 	<ul style="list-style-type: none"> ICCB Faculty and Staff records College records Self-Study Faculty/Staff Handbooks

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<p>credentials and demonstrated teaching competencies at the college level. For transfer courses [1.1 PCS (in the ICCB Program Classification System)], these qualifications shall include a minimum of a master’s degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.</p>			
<p>10. Cooperative Agreements and Contracts: Cooperative agreements may be established for the purposed of providing more accessible instructional services to students and increasing efficiency in the use of education resources.</p> <p>a. Inter-District Cooperative Agreements for Instruction. A community college district may enter into inter-district contractual arrangements with another community college district to enable its students to attend the other district’s program(s)/course(s) upon approval by the ICCB.</p> <p>b. Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois community Colleges Online. The cooperative agreement shall specify that the programs/course will be approved as program/courses of the receiving district and will be included in the receiving district’s Illinois Community College Board curricula and course master files as such.</p>	<p>Section 1501.307 (Cooperative Agreements)</p> <p>110 ILCS 805/6-1.5</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • All Cooperative Agreements have been approved by the ICCB. • Cooperative agreements are current and reflect existing practices. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region. • Information provided in the college catalog is consistent with the information that is provided on the college’s website (if applicable) • All information regarding the CAREER Agreement (of which all 39 districts are a part) is accurate in both the college catalog and on the college’s website. This includes the following: <ul style="list-style-type: none"> • Information on chargebacks • Participating institutions 	<ul style="list-style-type: none"> • Copies of or links to Cooperative Agreements & Contracts • College Catalog (applicable page(s) should be noted) • Any other applicable web link(s)

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		<ul style="list-style-type: none"> • The program review process is tied to long-range planning. • Recommendations appropriately address identified weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented. • In assessing CTE or vocational skills program quality, the college takes into consideration occupational skills standards and competencies, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques. • The college uses input from advisory committees to assess program quality and determine if modifications are needed to meet the needs of employers, signifying deep employer engagement. • Students are engaged in the program review process. <p>NOTE: Subject to revision based on changes in program review process.</p>	

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<p>1. Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below. The college should demonstrate that these programs are accessible to all populations of students and stakeholders.</p> <p>a. Advising and Counseling. The college shall have a comprehensive and organized program of academic advising and career counseling.</p> <p>b. Financial Aid. The college shall provide a financial aid program, which provides students with information about and access to available financial support</p> <p>c. Placement. The college shall provide job placement services for students.</p> <p>d. Support Services. The college shall offer support services for students</p>	<p>ICCB Rule 1501.403</p> <p>110 ILCS 49 Higher Education Veterans Services Act</p> <p>110 ILCS 205/9.16 Underrepresentation of certain groups in higher education</p> <p>110 ILCS 131 Higher Education Housing and Opportunities Act</p> <p>110 ILCS 805/3-29.14</p>	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> College has a comprehensive and organized program of academic advising and career counseling. College provides a financial aid program which provides students with information about and access to available financial support. College provides career counseling for students. College provides job placement services for students. College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans. College has identified liaison to work with homeless and housing insecure students or students in care. College has identified a Dream Resource Liaison. College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. <p>Indicators of Quality:</p> <ul style="list-style-type: none"> Student Service/Academic Support facilities are easily accessible to students. Services are available at hours/days convenient for students (evenings, weekends). Web available student services are accessible to persons with disabilities. College web site and computer-based software technologies are accessible to persons with disabilities The college provides training and professional development for academic advising staff The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid. 	<ul style="list-style-type: none"> College catalog/other publications Local board policy manual Student handbook College program review reports College website Campus facility (e.g. Student Services Center, Financial Aid Office, and various Student Resource Centers)

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<p>2. Student Programming, Co-Curricular Activities and Academic Support for Students:</p> <p>a. ICCB expected that institutions will provide holistic experiences for students that support learning inside and outside of the classroom. The college should demonstrate that these programs are accessible to all populations of students and stakeholders. Services are available to student outside of the those required by Administrative rule. These may include, but are not limited to, grant programs, student activities, athletics, study abroad, counseling, wellness centers or tutoring.</p>	<p>ICCB Rule 1501.403</p> <p>110 ILCS 49 Higher Education Veterans Services Act</p> <p>110 ILCS 205/9.16 Underrepresentation of certain groups in higher education</p> <p>ICCB Rule 1501.302</p> <p>ICCB Rule 1501.303</p> <p>ICCB Rule 1501.311</p> <p>ICCB Rule 1501.405</p>	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. <p>Indicators of Quality:</p> <ul style="list-style-type: none"> Student Programming and Support Service facilities are easily accessible to students. Services are available at hours/days convenient for students (evenings, weekends). Web available student services are accessible to persons with disabilities. College web site and computer-based software technologies are accessible to persons with disabilities The college provides on-going training and professional development for professional staff The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid. 	<ul style="list-style-type: none"> College catalog/other publications Local board policy manual Student handbook College program review reports College website Campus facility (e.g. Student Services Center, Financial Aid Office, and various Student Resource Centers)
<p>3. Admission of Students and Student Records</p> <p>a. The college shall have a comprehensive admission process that encompasses students who are severed from a secondary school, dual credit admission or other specialized admission programs.</p> <p>b. Student records and transcripts should reflect admission policies and transcript evaluation.</p>	<p>ICCB Rule 1501.402</p> <p>ICCB Rule 1501.311</p> <p>ICCB Rule 1501.404</p> <p>110 ILCS 49 Higher Education Veterans Services Act</p> <p>110 ILCS 205/9.16 Underrepresentation of Certain Groups in Higher Education</p> <p>ICCB Rule 1501.313 (Dual Credit)</p>	<p>Indicators of Compliance</p> <ul style="list-style-type: none"> College has a comprehensive and organized program for admission to programs and courses. The college has a policy and procedures in place for Prior Learning Assessment and reflects all required policy components. College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans. College implements strategies to recruit, retrain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. 	<ul style="list-style-type: none"> College catalog/other publications Local board policy manual Student handbook College program review reports College website Campus facility (e.g. Student Services Center, Financial Aid Office, and various Student Resource Centers)

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		<p>Indicators of Quality:</p> <ul style="list-style-type: none"> • Student Service/Academic Support facilities are easily accessible to students. • Services are available at hours/days convenient for students (evenings, weekends). • Web available student services are accessible to persons with disabilities. • College web site and computer-based software technologies are accessible to persons with disabilities. • The college provides training and professional development for academic advising staff. • The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid. 	
<p>4. Support Services Reporting and Compliance:</p> <p>a. College has submitted appropriate institution plans reflecting support to students, faculty and staff. Plans indicate how the college will support students, faculty, and staff across required areas.</p> <p>b. College has identified all liaisons as indicated by relevant statute</p> <p>c. College has submitted and implemented its Equity Plan</p>	<p>110 ILCS 205/9.16 Underrepresentation of Certain Groups in Higher Education</p> <p>110 ILCS 175/ Developmental Education Reform Act</p> <p>110 ILCS 155/35 Sexual Misconduct Climate Survey</p> <p>110 ILCS 12/1 Campus Security Enhancement Act</p> <p>110 ILCS 131 Higher Education Housing and Opportunities Act</p>	<p>Indicators of Compliance</p> <ul style="list-style-type: none"> • College implements strategies to recruit, retrain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. • College has completed required training, surveys, and data gathering to implement required activities. • College has designated all appropriate liaisons as indicated by statute. • College participated in SUCCESS Program and other Equity Plan related activities 	<ul style="list-style-type: none"> • College Equity Plan • Developmental Education Report • Mental Health Annual Report • Campus Safety Plan • Sexual Misconduct Survey • HOUSE Act Report

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1. Credit Hour Claim Verification: ICCB credit hour grants shall be based on the number of credit hours, or equivalent, of students who have been certified as being in attendance at midterm.	Section 2-16 of the Act ICCB Rule 1501.507 (Credit Hour Claims) ICCB Rule 1501.501 (Definition of Terms)	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • Agreement between district’s state grant claim (SU and SR) records and information provided on certified mid-term class lists • Documented and verifiable process for determining residency • Documented and verifiable process for proper classification of hours in the credit hour claims submission • Annual district credit hour certification completed timely <p>Indicators of Quality</p> <ul style="list-style-type: none"> • Good interdepartmental communication regarding the impact on the claims process and district policies, procedures, and practices 	<ul style="list-style-type: none"> • ICCB credit hour claim printouts (SU and SR records) • Midterm class lists • Residency classification • Documented Processes • Review of most recent residency verification process
2. Financial Planning: Financial planning for current and future operations shall provide for both a sound educational program and the prudent use of public funds.	ICCB Rule 1501.502 (Financial Planning) Sections 3-33.5, 33.6 and 33.6a of the Act (Working Cash)	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • Existence of long-range plans and contingency plans for reduced state or local tax revenues • Monies in the working cash fund principal have not been used as current revenue. • Interest transferred from working cash fund to education or operations and maintenance funds authorized through separate board resolution. <p>Indicators of Quality:</p> <ul style="list-style-type: none"> • Trends in past and current operating balances • Magnitudes and trends in indebtedness • Review and integration of long-range financial plans into overall college mission • Review integration of facilities master plan into overall college mission and strategic planning process. • All college departments are included in the financial planning and accountability process. • Board received report on financial conditions of the institution no less than once every three months. 	<ul style="list-style-type: none"> • Annual budgets • External Audits • Uniform Financial Statements • Board Minutes • Strategic Planning documents • District financial records • Facilities Master Plan • Long-range Financial Planning Model

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FINANCE/FACILITIES			
3. Financial Compliance. Annual External Audit: The district shall complete an annual external audit.	110 ILCS 805/2-16.02 110 ILCS 805/3-22.1 ICCB Rule 1501.503 (Audits)	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> District files audit on time. District includes required grant compliance information District includes Uniform Financial Statements District audited credit hours matches certification or reconciliation is included in audit <p>Indicators of Quality:</p> <ul style="list-style-type: none"> Corrective Action Plan for audit findings has been implemented. 	<ul style="list-style-type: none"> Data and Report Submission records College Audits
4. Facilities a. Approval of Construction Projects: The expenditure of funds for the purchase, construction, remodeling, or rehabilitation of physical facilities shall have prior ICCB approval. Changes in budget/scope to approved construction projects shall be submitted for approval. When completed, each project shall be certified by a licensed architect or engineer as having been constructed within the budget and having met applicable plans, codes and specifications. b. Facilities Data Submissions: To maintain and report facilities data requests, reports, and information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB.	110 ILCS 805/2-12c ICCB Rule 1501.602 (Approval of Capital Projects) ICCB Rule 1501.603 (State-Funded Capital Projects) ICCB Rule 1501.604 (Locally Funded Capital Projects) ICCB Rule 1501.607 (Reporting Requirements) ICCB Rule 1501.608 (Approval of Projects from 110 ILCS 805/3.20.3.01) ICCB Rule 1501.609 Completion of Projects from 110 ILCS 805/3.20.3.01) ICCB Rule 1501.610 (Definition of Facilities) 110 ILCS805/3-	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> College projects, and state-funded projects have received local board and/or ICCB approval prior to construction, as required. Existence of a current facilities master plan to support requested projects <p>Indicators of Quality:</p> <ul style="list-style-type: none"> Existence of a long-range capital plan including deferred maintenance needs Periodic review of adequacy of long-range capital plan by college management and local board of trustees <p>Indicators of Quality:</p> <ul style="list-style-type: none"> Projects are accounted for in a project accounting system that allows for identification of excess PH&S funds in the O&M restricted fund. <p>Indicators of Compliance:</p> <ul style="list-style-type: none"> Data submissions/report for the following have been received on time and are completed accurately and in the required format: 	<ul style="list-style-type: none"> ICCB capital projects records District construction projects files Board minutes District financial records Campus facilities Facilities Master Plan <ul style="list-style-type: none"> District financial records District audits District project files and records <ul style="list-style-type: none"> Five Years Data and Report Submission records

Illinois Community College Board Recognition Manual Years 2026 – 2030

Illinois Community College Board

**RECOGNITION STANDARDS
Years 2026 – 2030**

STANDARD IV	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
INSTITUTIONAL RESEARCH/REPORTING			
1. General Reporting Requirements: Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements, on forms provided by the ICCB where applicable. <ul style="list-style-type: none"> a. Student Data Reporting b. Faculty Staff/Data Submissions c. Other Submissions 	ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements) ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements) ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements) ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements)	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • Data submissions/reports have been received on time. • Data submissions are completed accurately and in the required • Data in different submissions are consistent. • Indicators of Quality: • Official college records support data submissions. • College has a documented internal process for data flow and reporting <p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • Data Submissions/report for the following have been received on time and are completed accurately and in the required format. • Noncredit Course Enrollment Data (N1) • Annual Enrollment and Completion Data (A1) • Annual Student Identification Data (ID) • Enrollment surveys • Fall Enrollment Data (E1) • Summer Graduate Reporting for IPEDS GRS Data (GS) • Annual Course Data (AC) • Annual Completions Data (A2) <p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • Data Submissions/report for the following have been received on time and are completed accurately and in the required format: <ul style="list-style-type: none"> • Faculty, Staff & Salary Data (C1) • Faculty Staff & Salary Supplementary Information • Annual Faculty, Staff & Salary Data (C3) • Hispanic Employment Survey • Asian American Employment Survey 	<ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB • College Internal Data Reporting Procedures document <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges, including individual student transcripts <ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges, including individual student transcripts <ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges • Five years Data and Report

Illinois Community College Board Recognition Manual Years 2026 – 2030

Illinois Community College Board

**RECOGNITION STANDARDS
Years 2026 – 2030**

STANDARD IV	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
INSTITUTIONAL RESEARCH/REPORTING			
		<ul style="list-style-type: none"> • Native American Employment Survey • African American Employment Survey • Bilingual Needs and Bilingual Pay Survey <p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Data Submissions/report for the following have been received on time and are completed accurately and in the required format: <ul style="list-style-type: none"> • Special Initiatives Reports • Underrepresented Groups Report 	Submission records

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Standard IV: Accountability - Reporting Requirements Summary Status - ICCB Reports xxxxxxx Community College					
Report Name	Due Date	1a. Timelines	1b. Accuracy/ Format	1c. Consistency	Comments
Part A. Student Data Reporting					
Spring Enrollment Survey	15-Feb				
Noncredit Course Enrollment Data – N1	15-July				
Annual Student Enrollment and Completion Data – A1	1-Aug				
Annual Course Data – AC	1-Sep				
Annual Completions Data – A2	1-Sep				
Annual Student Identification Data – ID	1-Sep				
Fall Enrollment Survey	1-Oct				
Fall Enrollment Data – E1	1-Oct				
Summer Graduate Reporting for IPEDS GRS Data – GS	1-Nov				
Part B. Faculty/Staff Data Submissions					
Asian American Employment Plan	1-Feb				
African American Employment Plan	1-Feb				
Bilingual Needs and Bilingual Pay Plan	1-Feb				
Hispanic Employment Plan	1-Feb				
Native American Employment Plan	1-Feb				
Annual Faculty, Staff & Salary Data – C3	15-June				
Faculty, Staff, and Salary Data – C1	15-Oct				
Faculty Staff & Salary Supplementary Information	15-Oct				
Part C. Other Submissions					
Program Review Report and Listing	1- Sep				
Special Initiatives Grants Report	1-Aug				
Application for Recognition for Specified Colleges	1-Aug				
Underrepresented Groups Report	1-Mar				
Special Initiative Grants Audit	15-Oct				

APPENDIX D

APPLICATION FOR RECOGNITION

Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the Act. The application should include:

1. A letter from the local board of trustees (or designee) requesting the ICCB to assign a status of “recognition continued” to the district.
2. A self-evaluation by each district concerning its compliance with ICCB standards identified in Appendix C. The college should also review the previous Recognition report to ensure previous issues have been addressed.
 - Procedure/Items Reviewed
 - Findings
 - Correction Action Plan, if necessary

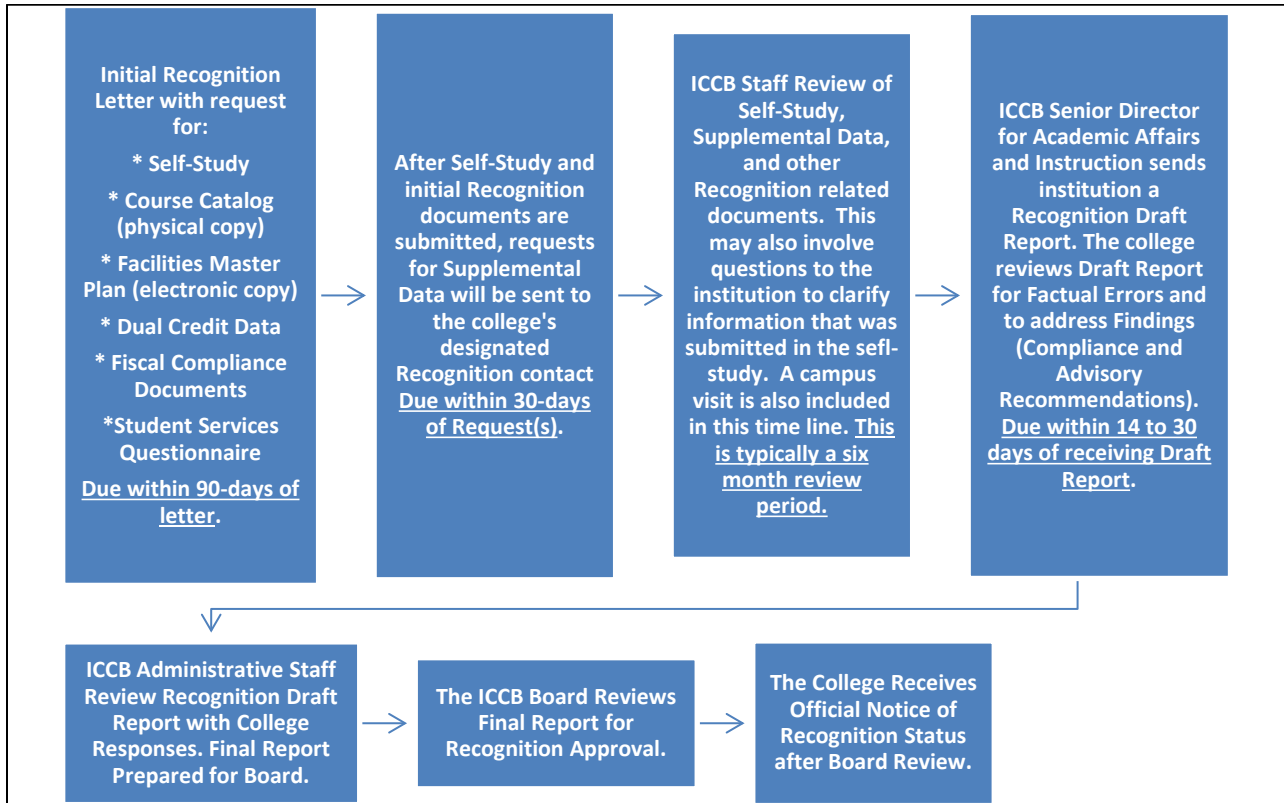
The application must be received within 90 days of official notification from the Illinois Community College Board. The district is asked to forward each of the following with the letter and self-evaluation:

1. Board Policy Manual
2. Collective Bargaining Agreements for Full- and Part-time Faculty
3. Program review process
4. College Catalog – *Hard copy is required*
5. College dual credit policy
6. College instructional program assessment policy
7. College Multi-year Financial Planning Document(s)
8. Copies of, or links to, all Cooperative Agreements and Contracts (if applicable)
9. Dual Credit Faculty Credentials ([table](#)) ([instructions](#))
10. Facilities Master Plan – *Electronic copy is required*
11. Faculty Handbook
12. Internal Data Reporting Procedures document
13. Student Handbook
14. A written procedure of the residency verification process filed with the ICCB.
15. For dual credit/dual enrollment (dc/de): a written procedure and process for self-auditing the data (quality review), a sample student class list, and sample student enrollment forms dc/de students.
16. A list of any special codes used on the midterm class list and final grade sheet. Please include all codes on these documents with explanations to understand the identifying codes for course sections.
17. A copy of midterm certification instructions sent to faculty with the midterm class list. Please clarify whether this process is paper or electronic and provide the actual certification statement for review.

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18. A description of funds faculty is paid out of for restricted funds, including grants.
19. A written procedure of excluding students from credit hour claims who repeat a course and a statement explaining how the system is programmed to handle each scenario below (please do not send programming code). The description should cover each condition for repeats.
20. Please explain how the following exceptions from credit hour claims are handled and discuss how the system is programmed to handle each scenario below (please do not send programming code).
21. A summary of each tuition reciprocity agreement or similar arrangement that authorizes special tuition and fee rates charged to students (in-district, out-of-district, out-of-state, board approved variable rates, etc.).
22. A description of the college's use of cooperative agreements, excluding agreements for dual credit or dual enrollment of high school students. Please indicate the number of students in the most recently concluded academic year (AY) attending as "received" students from another district and "sent" students to another district (please indicate AY reported).
23. A list of all employees and their titles with contracts or agreements entered into, amended, renewed, or extended to be approved by the Board for employment at the college (excluding collective bargaining and vendor agreements). Please provide templates (blank copies) of the standard contracts or agreements used for those staff (typically these are the president and vice presidents but may include other personnel as colleges' structures vary). For the college president and any chancellors, please provide copies of the current contracts or agreements entered into, amended, renewed, or extended and also provide a copy of agenda with the board item for that proposed contract and indicate the date the contract (and, if relevant, the draft contract) was posted to the website.

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1. Colleges can expect to receive the Initial Recognition Letter within roughly 1-year of their current Recognition Certificate expiration date. **The initial letter will be from ICCB Senior Director for Academic Affairs and Instruction on behalf of the Executive Director of ICCB to the college’s President and designated Recognition Liaison. During this process, colleges will want to closely review the letter which includes the due date for the Self-Study, Course Catalog (physical copy) and Facilities Master Plan (electronic copy) as each must be submitted. Additionally, the initial letter will include a link to the Recognition manual and related requests for Dual Credit Data, Fiscal Compliance Documents, and Student Services Questionnaire. These documents are due within 90-days of the Initial Recognition Letter.**
2. Once the Self-Study and other related documents are submitted, ICCB staff may request additional supplemental data; and the ICCB Fiscal Compliance staff will schedule a time to visit with the college. All supplemental data must be provided 30 days after the initial request to the college’s designated Recognition contact person.
3. The ICCB reviews a number of colleges as a part of the Recognition process each year. The extensiveness for these reviews typically takes six months in order for the Recognition-DRAFT REPORT to be completed. The draft report is then sent to the college president by ICCB’s Senior Director for Academic Affairs and Instruction.
4. The Recognition-DRAFT REPORT may contain findings (Compliance Recommendations and/or Advisory Recommendations), each of which must be addressed by the college along with plans to resolve any issues that have been

identified. If the draft report contains a finding that the college believes to be a Factual Error, they should provide a response as appropriate. The college has 14 days to provide responses to Factual Errors and 30 days to provide responses to Compliance Recommendations and Advisory Recommendations.

5. The ICCB administration will review any Factual Errors that have been identified, along with the college's plans to address other findings. (In cases of legitimate Factual Errors, they are removed from the report). The draft report is then updated to reflect as the Recognition-FINAL REPORT.
6. The ICCB will review Recognition-FINAL REPORT at the next scheduled board meeting for decisions on the related college(s) Recognition status.
7. The related college(s) will be notified of Recognition status, following the board decision with letter(s) and certificate(s) as determined. **The ICCB Senior Director for Academic Affairs & Instruction (or designee) will contact the institution's designated Recognition liaison with further guidance based on the college's Recognition status.**

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 the fiscal year, all known contracts were presented to the Board for approval based on estimated costs. Contracts that were not previously recommended for Board approval on the March 27, 2026 agenda are listed below.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2026 contractual agreements:

<u>Funding Source</u>	<u>Contractor</u>	<u>Original Estimate</u>	<u>Actual Cost</u>	<u>Contract Period</u>	<u>Description</u>
GRF/ Allocated	Sorling Northrup	40,000	50,000	7/1/25-6/30/26	<i>Sole Source Provider: ICCB Legal Services</i> We are increasing our contract for this year due to 76% utilization as of January. This contract total exceeds 10 percent of what was provided during the June Board

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

**ADVISORY ORGANIZATIONS
(Action Required)**

Public Act 103-940, approved August 8, 2024, makes statutory changes to codify the creation of ICCB Advisory Organizations. This legislative change necessitates that the Board updates its administrative rules on advisory organizations. The Act also changes dates for various ICCB reporting requirements that are subsequently being updated in administrative rule. Public Act 102-1046, which requires the community college system to implement Equity Plans, eliminates the Underrepresented Groups Report. This amendment removes the report from administrative rules. This amendment adds language to codify ICCB internal protocol for response to community college cybersecurity incidents. Lastly the amendment makes technical changes to correct reference errors.

This proposed rulemaking was published in the *Illinois Register* (50 Ill. Reg 556; January 16, 2026) for the formal public comment period. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

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

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

Section	
1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section	
1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training
1501.207	Local District Board Member Vacancy

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

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1501.309	Course Classification and Applicability
1501.310	Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311	Credit for Prior Learning
1501.312	Extension of Curricular/Credit Courses
1501.313	Dual Credit
1501.314	Multiple Measures Placement

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
1501.512	Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants
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

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- 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;

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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, 2022; 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. 11426, effective July 11, 2023; amended at 47 Ill. Reg. 14801, effective October 6, 2023; amended at 48 Ill. Reg. 10170, effective June 25, 2024; amended at 50 Ill. Reg. _____, effective _____.

SUBPART E: FINANCE

Section 1501.102 Standing Advisory Organizations

- a) Standing Advisory Organizations. The ICCB shall recognize the following organizations as advisory:
 - 1) The Illinois Community College Trustees Association or its successor organization as authorized under Section 3-55 of the Act.
 - 2) The Adult Education and Family Literacy Advisory Council or its successor organization as authorized under Section 2-12 of the Act.
 - 3) A statewide organization representing community college presidents designated by a resolution approved by the State Board.
 - 4) A statewide organization representing community college faculty designated by a resolution approved by the State Board.

- b) An independent association, organization, committee, or group whose primary purpose is to deal with matters of systemwide importance may be considered by the ICCB to be advisory upon adoption of a resolution by the State Board. An advisory organization may have its recognition status withdrawn by action of the ICCB or by request of the organization.

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- c) Advisory organizations will have the opportunity to bring matters before the ICCB during a regular ICCB meeting and will have an opportunity to provide advice to the ICCB on proposed rule and policy adoptions and matters of interest to community colleges.
- d) Advisory Committees. Advisory committees to the ICCB may be authorized and appointed by the ICCB. Membership and terms of appointment shall be established at the time of authorization.
- e) Student Advisory Committee
 - 1) Purpose. The purposes of this committee are to:
 - A) Review proposed ICCB policies;
 - B) Inform the ICCB of systemwide issues that impact the education of community college students; and
 - C) Select the ICCB Student Member.
 - 2) Membership. Each member of the Student Advisory Committee shall be the nonvoting student member of the local district board of trustees. In the case of multi-college districts, the student trustee of the district shall automatically be designated as the voting member for the individual college where he or she attends. If the student member of the local district board of trustees cannot serve and, for colleges that are part of a multi-college district not represented by the district's student member, the district's president or chief executive officer may designate a student as a voting member. No community college shall have more than one voting member per college. The ICCB Student Member will serve ex officio.
 - 3) Officers. The Student Advisory Committee shall annually select the following officers from its membership to serve a one-year term: a Chair to conduct the meeting of the Committee; a Vice Chair to assist the Chair, to conduct the meeting if the Chair is absent, and to represent the SAC on the IBHE Student Advisory Committee; and a Recording Officer to record the minutes of all SAC meetings.
 - 4) The Executive Director of ICCB shall call SAC meetings as necessary and notify each local district board of trustees at least 30 days in advance.
 - 5) ICCB Meetings. The SAC report may be given at regular ICCB meetings
- f) Selection of ICCB Student Member. The SAC will seek nominations for the ICCB Student Member from all Illinois public community colleges. A college district can nominate one candidate for this position. The nomination shall include information such as personal information (name and address), number of credit hours (current and expected), college and community activities, resume, letters of reference, and rationale for desiring the position. The ICCB Student Member shall be elected before June 1 by a majority vote of SAC members present from all nominations who meet ICCB student membership requirements as delineated in subsection (e).

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- g) **Membership Requirements of ICCB Student Member.** The ICCB Student Member shall be enrolled in an Illinois public community college for a minimum course load of six semester hours during both the fall and spring semesters or equivalent for each term of his/her appointment. If the course load of the ICCB Student Member falls below the minimum credit hours, that member shall be replaced by a majority vote of the SAC members present at the next SAC meeting.
- h) **Length of Term of ICCB Student Member.** The ICCB Student Member shall serve for a term of one year beginning on July 1 and expiring on June 30. No ICCB Student Member shall serve for more than two terms. Service during a partial term shall not be considered as one term

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.116 Use, Security and Confidentiality of Data

- a) The ICCB and entities accessing ICCB data shall comply with all applicable federal and State laws which regulate the privacy and use of, and access to, shared data. (See, e.g., the Family Educational Rights and Privacy Act (20 USC 1232g); the Illinois School Student Records Act [105 ILCS 10]; the Data Processing Confidentiality Act [30 ILCS 585]; the Freedom of Information Act [5 ILCS 140]; Section 487 of the Higher Education Act of 1965, as amended (20 USC 1094)).
- b) ICCB data is confidential and shall not be used or shared for any purpose other than that which is directly related to internal operations of ICCB or that which is stipulated in an ICCB shared data agreement with another entity. Entities accessing ICCB data shall be responsible for meeting ICCB shared data agreement security procedures and protocols, pursuant to Section 1501.117, to protect the integrity of the data accessed, stored, transmitted or received.
- c) In the event of a confirmed cybersecurity incident a college, the college shall report the incident to the ICCB Executive Director within 24 hours. A cybersecurity incident is classified as critical if it is severe in nature and results in significant damage at the institution, such as major infrastructure failures, a total loss of access to essential systems, or widespread data breaches.
- d) Upon a receipt of a cybersecurity incident report, the ICCB shall immediately suspend the college's access to ICCB shared applications and data exchanges to prevent further propagation of the threat. Once the college provides evidence that the cybersecurity incident has been contained, the ICCB will reinstate the college's access to shared applications and data exchanges.

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.201 Reporting Requirements

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

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- January 15 • annual financial statements and notice of publication (see Section 1501.506)
- January 31 • certificate of tax levy (see Section 1501.510(d))
- February 1 • annual African American Employment Plan Survey (see Section 1501.308(b))
 - annual Asian Employment Plan Survey (see Section 1501.308(b))
 - annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))
 - annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
 - annual Native American Employment Plan Survey (see Section 1501.308(b))
- February 15 • spring semester (2nd term) enrollment survey (see Section 1501.406(b))
- March 31 • policies for the award of academic credit for prior learning (see Section 1501.311(a))
- July 15 • annual faculty and staff salary and benefits data (see Section 1501.308(a))
 - report of out-of-state extensions (see Section 1501.312(d)(4))
 - annual noncredit course enrollment N1 (see Section 1501.406(d))
- August 1 • annual student enrollment and completion data (see Section 1501.406(a))
 - Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
 - annual tuition and fees survey (see Section 510(e))
 - facilities data (see Section 1501.607)
- September 1 • program review report (see Section 1501.303(d)(7))
 - program review listing (see Section 1501.303(d)(7))
 - annual Student Identification data submission (see Section 1501.406(f))
 - annual report of student course information submission (see Section 1501.406(g))
 - budget and tax survey (see Section 1501.510(c))
- October 1 • fall semester enrollment data (see Section 1501.406(a))
 - fall semester enrollment survey (see Section 1501.406(b))
- October 15 • annual student parent data and child care center information (see Section 1501.406(h))
 - fiscal year budget (see Section 1501.504)
- November 1 • summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))
 - certificate of credit hour claims (see section 1501.510(f))
- November 15 • faculty, staff, and salary data (see Section 1501.308(a))
- December 30 • institutional plan for scaling evidence-based developmental education reforms (see Section 1501.314(d))
 - external audit (see Section 1501.503(a))
 - annual instructional cost report (see Section 1501.510(c))

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- unexpended special initiative grant funds return report (see Section 1501.519(d))
- 30 days after the end of each term
- credit hour claims (see Section 1501.507(a))

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.308 Reporting Requirements

A college shall submit the following specified items in a format prescribed by ICCB and according to the schedules indicated:

- a) Annual salary data and basic characteristics, including but not limited to sex, date of birth, ethnic classification, highest degree earned, tenure status, and employment or teaching areas, of the faculty and staff employed by the college as of November 1 shall be submitted on or before November 15 of each year. Fiscal year data shall be submitted on or before June 15.
- b) An annual African American Employment Plan Survey, Asian Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, Hispanic/Latino Employment Plan Survey, and Native American Employment Plan Survey submitted on or before February 1. (See 5 ILCS 410.)

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.406 Reporting Requirements

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

- a) Basic characteristics, including sex, date of birth, ethnic classification, and instructional area of enrollment, of each student enrolled in all courses offered for credit during each term within the following schedule:
 - 1) Students enrolled as of the end of the regular registration during the fall term shall be reported on or before October 1 of that year.
 - 2) Students enrolled and/or completing a certificate or degree program during the fiscal year shall be reported on or before August 1.
- b) Student headcount and full-time equivalent enrollments as of the end of regular registration for fall and spring/winter terms within the following schedule:
 - 1) Fall Term: On or before October 1
 - 2) Spring Semester: On or before February 15

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- d) An annual noncredit course enrollment data submission (N1) on or before July 15.
- e) Summer graduate reporting (for the Integrated Postsecondary Educational Data System Graduation Rate Survey) submitted on or before November 1.
- f) An annual Student Identification data submission on or before September 1.
- g) An annual course submission on or before September 1.
- h) An annual report on student parents and child care center information pursuant to the Student Parent Data Collection Act (110 ILCS 149) on or before October 15.

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.503 Audits

- a) External Audits.
 - 1) A copy of the annual external audit shall be submitted electronically to ICCB on or before December 30 following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the Executive Director on or before December 30 following the close of the fiscal year. This request shall be with an explanation of the circumstances that cause the report to be delayed, along with an estimated date for submission.
 - 2) An audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of per capita cost and a State grant compliance section that includes a schedule of enrollment data, a proof of enrollment data, a description of the process for verifying residency status, a schedule of the district equalized assessed valuation, schedules for the restricted/special initiative grants distributed by ICCB and received by the district in the manner and format established by ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.
 - 3) Each ICCB restricted or special initiatives grant shall verify that grant funds received by the district were expended in the manner designated by ICCB. ICCB shall designate allowable expenditures for each of the restricted or special initiatives grants to include, but not be limited to, salary and benefits, contractual services, materials, instructional and office equipment, staff development, and travel. The external audit shall include an auditor's report on compliance with State requirements, along with a balance sheet and a statement of revenues and expenditures based upon an understanding of the purpose of the grant, allowable expenditures, expenditure limitations, grant administrative standards, and transfer of funds, if applicable.
- b) Confirmation of ICCB Grants. To confirm district records, a district shall provide a copy of ICCB allocation of grants to its external auditor. External auditing firms can confirm

allocations using the community college Operating Budget and Technical Appendix located on the ICCB website.

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.510 Reporting Requirements

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

- a) Resource Allocation and Management Plan (RAMP) data by August 1 of each year.
- b) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 30 following the end of that fiscal year.
- c) A survey of local budget and tax extensions and collections by September 1 of each year.
- d) Certificate of Tax Levy by January 31 of each year.
- e) Annual tuition and fees survey by August 1 of each year.
- f) Certificate of Credit Hour Claims by November 1 of each year.

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.603 State-Funded Capital Projects

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

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

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site improvements or utility work necessary to support the facility. In order for capital projects for new construction to be considered for State funding, the following requirements shall be met:

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

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

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- f) Utilities. Utilities projects (beyond a five-foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.
- g) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.
- h) Project Priority Criteria. All projects must meet requirements as stated in Sections 5-3 and 5-4 of the Act. A maximum of 100 points will be awarded for each submitted capital project. Capital project priorities will be established according to the following criteria:
 - 1) Type of Space (10%). Priorities will be assigned to colleges based on the type of space to be constructed, purchased, improved, or remodeled (in priority order). In the case of site purchases, utilities, and site improvements not related to new facilities acquisition, priorities will be assigned based upon the type of space associated with the project.
 - A) Instructional, study, office and student areas (all weighted equally):
 - i) Instructional space, including basic classrooms, lecture halls, seminar rooms and other rooms used primarily for scheduled instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space used as classroom service, that is, projection rooms, telecommunication control booths, closets, etc., are included (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).
 - ii) Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support the activities of these rooms (FICM Codes 410-455).
 - iii) Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms (FICM Codes 310-355).
 - iv) Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms used for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).

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- B) Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).
 - C) Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls, used primarily for general presentations or performances (FICM Codes 610-625). Includes areas that serve as an extension of the activities in that facility.
 - D) Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasiums, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM Code series 100.)
 - E) Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515 and 530-590).
- 2) Core Campus Considerations (20%). Priorities will be assigned to colleges that do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.
- 3) Space Criteria/Considerations (20%). Utilization of existing space will be calculated by annual full-time equivalent enrollment per net assignable square feet (NASF) of the most recently completed fiscal year. Priority will be assigned to those districts that have the highest utilization of owned space.
- 4) Program Considerations (20%). Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:
- A) Documented need as evidenced by the college's accountability and productivity reviews;
 - B) Labor market demand for completers of the program (as indicated by current manpower data);
 - C) Unavailability of special facilities needed for the program; and
 - D) Other special needs or measures as described in the program justification statement submitted by the college with the project request.
- 5) College Ranking (10%). Priorities will be assigned to projects that are ranked as a high priority by the college.

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- 6) Prior Commitment (10%). Additional consideration will be given to the project if it had previous ICCB approval for planning or construction or a commitment made through prior appropriations by the State.
- 7) Structural Considerations (5%). Additional consideration will be given for structural considerations (in priority order).
 - A) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);
 - B) Overall condition of space and/or other structural integrity considerations;
 - C) Those projects that will result in financial and/or natural resource savings (energy conservation).
- 8) Local Resources (5%). Consideration will be given to districts that qualify for Equalization Grants (see Section 2-16.02 of the Act), have a high poverty level within the district, and have an economically disadvantaged student body.
- i) Changes in budget and/or scope to approved construction projects shall be submitted for approval according to the following criteria:
 - 1) Changes in budget/scope totaling five percent or less of the approved project budget/scope shall be reconciled at the completion of the project and submitted to ICCB for information purposes.
 - 2) When changes in the project budget/scope have reached five percent, any subsequent change modifying the budget/scope of the project shall require approval by the ICCB Executive Director, prior to expenditure of funds on the additional work. The criteria the ICCB Executive Director will use for approving changes in the project budget/scope will be the same as are listed in this Section.
- j) Construction Standards. The standards listed in this subsection (j) shall be applied in the design and construction of facilities.
 - 1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
 - 2) Facilities Codes. All construction, remodeling and rehabilitation of facilities shall be in compliance with the following standards:
 - A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:

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- i) International Building Code, 2018 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).
 - ii) International Mechanical Code, 2018 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).
 - iii) National Electrical Code, NFPA 70, 2020 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
 - iv) National Fire Protection Association 101, Life Safety Code, 2018 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
- B) Illinois administrative rules that are referenced in this Part are:
- i) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - ii) Illinois Accessibility Code (71 Ill. Adm. Code 400) or the 2010 Americans with Disabilities Standards for Accessible Design (28 CFR 35 and 36), whichever is more stringent.
 - iii) Fire Prevention and Safety (41 Ill. Adm. Code 100).
 - iv) Illinois Energy Conservation Code (71 Ill. Adm. Code 600).
- C) Any local building codes that may be more restrictive than the codes listed in this subsection (j)(2).
- 3) State of Illinois Building Related Requirements. To assist the architect in determining which statutes and rules might be applicable to a project, the Capital Development Board (CDB) has assembled an Illinois Construction-Related Statutes and Rules Directory that lists statutory requirements relative to State construction. CDB also maintains an Illinois Municipal Code Directory.. Both resources are available on CDB's website (<https://cdb.illinois.gov/business/codes/buildingcodesregulations.html>).

(Source: Amended at 50 Ill. Reg. _____, effective _____)

Section 1501.604 Locally Funded Capital Projects

All locally funded capital projects shall meet the same codes or standards listed in Section 1501.603(j)(2).

(Source: Amended at 50 Ill. Reg. _____, effective _____)

BACKGROUND

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is

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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.

**Illinois Community College Board
 FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
 July 1, 2025 – February 28, 2026**

	FY 2026	Year -to-Date	%
	Appropriation	Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 108,208,300	\$ 74,408,779	68.8%
ADULT EDUCATION	35,590,300	34,160,226	96.0%
GED TESTING PROGRAM	1,365,300	674,434	49.4%
CAREER & TECH EDUCATION	18,975,000	18,374,884	96.8%
OFFICE ADMINISTRATION	5,127,800	2,787,952	54.4%
TOTAL	\$ 169,266,700	\$ 130,406,275	77.0%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 190,867,700	\$ 120,216,627	63.0%
TOTAL	\$ 190,867,700	\$ 120,216,627	63.0%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 15,000,000.00	\$ 47,828	0.3%
GED TESTING FUND	100,000	15,849	15.8%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	79,177,500	75.0%
TOTAL	\$ 120,770,000	\$ 79,241,177	65.6%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 26,079,990	\$ 4,427,275	17.0%
FEDERAL CAREER & TECH ED FUND	23,937,100	3,596,086	15.0%
ICCB FEDERAL TRUST FUND	625,000	233,368	37.3%
TOTAL	\$ 50,642,090	\$ 8,256,729	16.3%
GRAND TOTAL, ALL FUNDS	\$ 531,546,490	\$ 338,120,808	63.6%

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2025 – February 28, 2026

	FY 2026	Year-to-Date	%
	Appropriation	Expenditures	Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 15,657,900	\$ 11,515,364	73.5%
PATH Grants	15,000,000	14,662,599	97.8%
Bridge and Transition	9,224,336	4,306,530	46.7%
Workforce Equity Initiative	19,570,064	19,242,301	98.3%
East St. Louis Educational Center	1,447,900	522,191	36.1%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	666,100	430,270	64.6%
Small College	548,400	548,394	100.0%
Performance Grants	359,000	358,985	100.0%
Lincoln's Challenge Program	60,200	1,083	1.8%
Alternative Schools Student Re-enrollment	4,000,000	2,700,000	67.5%
Transitional Math and English Development (TIME and DEV)	1,000,000	106,913	10.7%
SWIC Lindenwood Center	5,310,000	3,982,500	75.0%
Advanced Manufacturing & Electric Vehicles	9,000,000	3,968,716	44.1%
Mental Health Early Action on Campus Grant	6,000,000	4,666,221	77.8%
Trade Schools	5,000,000	2,532,119	50.6%
Digital Instruction for Adult Education	2,000,000	-	0.0%
Noncredit Workforce Program	5,175,000	4,743,574	91.7%
Dual Credit Grants	3,175,000	121,021	3.8%
English Language Services	750,000	-	0.0%
TOTAL	\$ 108,208,300	\$ 74,408,779	68.8%
OFFICE ADMINISTRATION			
TOTAL	\$ 5,127,800	\$ 2,787,952	54.4%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 23,391,800	\$ 23,095,685	98.7%
Adult Education Basic Admin	400,000	302,326	75.6%
Adult Education Performance Grants	11,798,500	10,762,215	91.2%
TOTAL	\$ 35,590,300	\$ 34,160,226	95.98%
GED TESTING PROGRAM			
TOTAL	\$ 1,365,300	\$ 674,434	49.4%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	\$ 500,000	\$ 153,000	30.6%
CTE Administration	474,500	221,384	46.7%
CTE Formula	17,200,500	17,200,500	100.0%
CTE Corrections	800,000	800,000	100.0%
TOTAL	\$ 18,975,000	\$ 18,374,884	96.8%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 106,822,200	\$ 64,186,294	60.1%

Equalization

	84,045,500	56,030,334	66.7%
TOTAL	\$ 190,867,700	\$ 120,216,627	63.0%

GRAND TOTAL	\$ 360,134,400	\$ 250,622,902	69.6%
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**Illinois Community College Board
 FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT**

**Federal Funds
 July 1, 2025 – February 28, 2026**

FEDERAL FUNDS*

	FY 2026 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	%
				Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 17,537,520	\$ 581,655	\$ 3,293,406	18.2%
Federal Basic Leadership	2,125,264	1,086,270	796,025	24.8%
EL Civics Grants	2,864,609	58,625	84,532	2.9%
	<u>\$ 22,527,393</u>	<u>\$ 1,726,550.00</u>	<u>\$ 4,173,963</u>	<u>17.2%</u>
ADMINISTRATION				
Federal Basic	\$ 1,062,880	\$ 49,620	\$ 73,367	6.9%
EL Civics	150,769	30,842	16,403	9.0%
Leadership	531,936	-	163,542	30.7%
	<u>\$ 1,745,585</u>	<u>\$ 80,462</u>	<u>\$ 253,312</u>	<u>13.9%</u>
TOTAL	<u>\$ 24,272,978</u>	<u>\$ 1,807,012</u>	<u>\$ 4,427,275</u>	<u>17.0%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 17,233,212	\$ 741,639	\$ 2,582,065	14.4%
Perkins Leadership	1,621,949	1,684,238	774,000	23.4%
Perkins Corrections	405,487	150,075	-	0.0%
Reserve	-			0.0%
	<u>\$ 19,260,648</u>	<u>\$ 2,575,952</u>	<u>\$ 3,356,065</u>	<u>15.4%</u>
ADMINISTRATION				
CTE Federal	\$ 1,013,718	\$ 1,086,782	\$ 240,021	11.4%
TOTAL	<u>\$ 20,274,366</u>	<u>\$ 3,662,734</u>	<u>\$ 3,596,086</u>	<u>15.0%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 625,000	\$ -	\$ 233,368	37.3%
TOTAL	<u>\$ 625,000</u>	<u>\$ -</u>	<u>\$ 233,368</u>	<u>37.3%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 45,172,344</u>	<u>\$ 5,469,746</u>	<u>\$ 8,256,729</u>	<u>16.3%</u>

* Expenditures from these funds cannot exceed receipts.

Item #13.1
 March 27, 2026

Illinois Community College Board
 FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
 Special State Funds
 July 1, 2025 – February 28, 2026

SPECIAL STATE FUNDS*

	FY 2026 Appropriation	Year-to-Date Expenditures	%
			Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	\$ -		
Lumina Grant		4,839	
Department of Energy IAC Grant			
ADMINISTRATION			
ILCCO		\$ 20,000	
Lumina Admin		\$ 22,989	
Department of Energy IAC Admin			
	<u>\$ 15,000,000</u>	<u>\$ 47,828</u>	<u>0.3%</u>
GED TESTING FUND*	\$ 100,000	\$ 15,849	15.8%
ICCB RESEARCH & TECHNOLOGY FUND*	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 79,177,500	75.0%
GRAND TOTAL, SPECIAL FUNDS	<u>\$ 120,770,000</u>	<u>\$ 79,241,177</u>	<u>65.6%</u>

* Expenditures from these funds cannot exceed receipts.

Item #13.2
March 27, 2026

Illinois Community College Board

**FISCAL YEAR 2025 ADULT EDUCATION AND LITERACY REPORT TO THE GOVERNOR
AND GENERAL ASSEMBLY**

The ICCB staff is submitting to the Board the annual FY2025 Adult Education and Literacy Report to the Governor and General Assembly. The Annual Report represents a summary of the Adult Education and Literacy System and the services it provides. This report is submitted annually on March 1 in compliance with Public Act 91-0830, 105 ILCS 405/2- 4 and contains an overview of Adult Education and Literacy activities during fiscal year 2025 (July 1, 2024-June 30, 2025). These activities include: a summary of Adult Education needs and programs; federal WIOA activities under Title II Adult Education; the number of students served; High School Equivalency information; the credit hours or units of instruction delivered; total adult education allocations; performance data; the criteria for program approval; and recommendations for future initiatives.

FY 2025

ADULT EDUCATION & LITERACY



Report to the Governor & General Assembly

ABOUT THE ILLINOIS COMMUNITY COLLEGE BOARD

The Illinois Community College Board (ICCB) is the state coordinating organization for the Illinois Community College System - the third largest in the country and the leading public workforce development trainer in the state. The ICCB has statutory responsibility for administering state and federal grants to community college districts and adult education providers and managing high school equivalency testing for Illinois. Illinois community colleges serve over 600,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 45 colleges in 39 community college districts which provide high quality, accessible, cost-effective educational opportunities to the entire state.

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Chair

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Jennifer K. Foster

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Illinois Adult Education and Literacy: Fiscal Year 2025 Executive Summary

The Illinois Community College Board (ICCB) is the coordinating agency for the Illinois Community College System and administers Title II of the Workforce Innovation and Opportunity Act (WIOA). The ICCB recognizes the importance of preparing residents with the knowledge and skills necessary to succeed in postsecondary education and the workforce. The emphasis on increased literacy, English Language Acquisition, career development, integrated educational pathways, workplace and work-based training reflects a commitment to addressing the evolving demands of the 21st Century. The expansion and scale of comprehensive adult basic education programming, English language instruction, and implementation of in-demand industry training led to adult learners meeting the changing demands of local and statewide business and industry priorities. During SFY2025, the ICCB Adult Education programs enrolled 66,839 students in adult basic, secondary, and English language acquisition programs. Along with increased enrollment, Illinois has continued to improve performance by implementing high-quality instruction, improving data practices, and providing ongoing technical assistance.

The purpose of the Adult Education and Family Literacy Act under WIOA Title II is:

- To assist adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency.
- To assist adults who are parents to obtain the educational skills needed to become full partners in the educational development of their children and that lead to sustainable improvements in the economic opportunities for their families.
- To assist adults in attaining a secondary school diploma and in the transition to post-secondary education and training, through career pathways.
- To assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English, mathematical skills, and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Additionally, as a component of the Adult Education and Literacy Program, the ICCB oversees the Integrated English Language Acquisition and Civics Education program. The IELCE program is designed to prepare English Language Learners for, and to be placed in, unsubsidized employment in in-demand industries that lead to economic self-sufficiency.



Investment in Adult Education

As a core partner in the Illinois public workforce system, the ICCB led all Title II initiatives identified in the Illinois WIOA Unified State Plan. These initiatives supported adult learners working toward high school credentials, sustainable employment, and improved basic literacy and English language acquisition. Furthermore, the ICCB expanded workplace literacy services throughout the State, which has been credited with higher employee productivity, enhanced safety, and improved employee retention rates. Ultimately, for every dollar invested in Illinois, the **return on investment is \$6,250 in tax revenue and reduced expenses** for every individual who earns their high school diploma¹, with adult education graduates earning close to **\$10,000 more** per year.² Table 1 illustrates Illinois' investment in Adult Education and Literacy.

Table 1: FY2025 Adult Education and Literacy Resources Federal and State Funding		
Federal Basic	\$	21,374,014.00
Federal IELCE	\$	3,107,125.00
State Basic	\$	23,483,600.00
State Performance	\$	11,798,500.00
TOTAL	\$	59,763,239.00



Wilbur Wright College's Workplace Literacy program is an example of the continuum of services offered by Adult Education and Literacy programs across the state. Wilbur Wright College combines English Language instruction with contextualized workplace instruction to support workers. Through practical, interactive lessons, students build foundational English skills needed for success on the job and in daily communication. Instruction emphasizes vocabulary and language functions commonly used in food production, manufacturing, safety procedures, and team communication, while also supporting personal and community-based language needs.

¹ McLendon, L., Jones, D. and M. Rosin. (2011). The Return on Investment from Adult Education and Training. McGraw Hill Research Foundation.

² Carnevale, A., Strohl, J. and N. Ridley. (2017). Good jobs that pay without a BA. Center on Education and the Workforce. Georgetown University.



Illinois' Literacy Landscape and Implementation of the Workforce Innovation and Opportunity Act

The annual Index of Need, a research initiative that analyzes data from the U.S. Census Bureau and the American Community Survey, identified 1,157,113 adults age 16 and older without a high school diploma, 2,798,642 adult English language learners, 1,108,575 adults living in poverty, and 330,829 unemployed adults.³

The Illinois Community College Board (ICCB) serves as the state-level entity responsible for Title II of the Workforce Innovation and Opportunity Act (WIOA) and leads a comprehensive network of 70 adult education providers operating more than 600 instructional sites statewide. To advance the priorities outlined in the Illinois Unified State Plan, the ICCB leadership serves on the Illinois Workforce Innovation Board (IWIB) and is represented on all major state-level WIOA workgroups and committees. The ICCB continues to collaborate with WIOA core and required partners to strengthen service integration, reduce duplication, and improve system outcomes for individuals and employers.

To ensure high-quality and sustainable programming is offered throughout the State, the ICCB competes multi-year funding opportunities for providers. To be eligible to apply for initial funding, applicants must meet demonstrated effectiveness in working with adult learners and achieving the ICCB determined benchmarks. Continuation of these grants is contingent on sufficient funding and submittal and approval of an official end-of-year report that includes a demonstration of adequate and effective performance in the prior year.

In the Spring of SFY24, a competition was held for both AEFLA and IELCE programming. The AEFLA grant cycle includes SFY25 and SFY26. The IELCE grant cycle is from SFY25 through SFY28.

The following program types were funded in SFY25.

- Community-Based Organizations (17)
- Community Colleges (38)
- Correction and Reentry-Focused Programs (3)
- Illinois Department of Corrections (1)
- Faith-based Organizations (3)
- Four-Year Colleges or University (1)
- Local Education Agencies (8)

Continuum of Adult Education Services

The continuum of key Adult Education Services include:

- Adult Basic Education for learners at the most basic literacy levels.
- Adult Secondary Education to prepare learners for their High School Equivalency Certificate.

³ Illinois Community College Board (ICCB), *Index of Need FY2025*, unpublished raw data.



- English as a Second Language instruction.
- Integrated Education and Literacy / Civics instruction for English Language Learners.
- Bridge Programming for ABE learners to provide work-based contextualized instruction.
- College and career readiness instruction to prepare learners to transition to post-secondary education or training.
- Employability Skills instruction is embedded in all elements of Adult Education and Literacy instruction.
- Integrated Education and Training [through the ICCB’s Integrated Career & Academic Preparation System (ICAPS)] that blends adult education instruction and workforce training, leading to an industry recognized credential and community college certificates at those programs administered by the state’s community colleges.

Adult Education Enrollment and Performance

In State Fiscal Year 2025, both Adult Education Enrollment and Units of Instruction increased. These Units are used to determine reimbursement rates for areas of instruction in Adult Basic Education, Adult Secondary Education, English as a Second Language, High School Credit Recovery, and Vocational Education. Each Unit meets the ICCB’s standards for educational planning and implementation to ensure quality instruction leading to student outcomes.

Table 2: Enrollment and Units of Instruction

	Reimbursement Rate for FY25	FY24 Enrollment	FY25 Enrollment	FY24 Units of Instruction ²	FY25 Units of Instruction ²
ABE	\$136.39	11,613	11,549	111,631.75	112,677.76
ASE	\$122.75	6,487	7,050	59,680.66	65,183.41
ESL	\$136.39	43,796	45,451	381,103.36	414,149.78
HSCR	\$122.75	1,498	1,454	30,071.15	32,819.95
VOC	\$170.49	233	335	44,227.88	5,205.21
TOTAL		56,454	63,830	518,760.56	586,422.69

One unit of instruction equals 15 hours of enrollment.

One of the key indicators of student success is the measurement of Education Functioning Levels (EFLs). This measure is based on student’s assessments showing academic growth and improved literacy or English language acquisition. Additional metrics considered include the completion of the Illinois High School Diploma and transition into post-secondary education.

With the increase of instructional units, combined with the support for workforce preparation in integrated education and training programs, adult education programs ensured adult learners were provided with high quality instructional services that lead to sustainable employment. Table 3: FY2025 Adult Education and Literacy Performance provides an overview of Title II’s performance based on Federal Negotiated targets.



Table 3: FY2025 Adult Education and Literacy Performance

Performance Indicator	Performance	Targets
Employment Rate 2nd Quarter: Participants who exited programs were in unsubsidized employment during second quarter.	24.70%	31.5%
Employment Rate 4th Quarter: Participants who exited programs were in unsubsidized employment during the fourth quarter.	23.97%	34.5%
Median Earnings: The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program.	\$7,490.00	\$6,150.00
Credential Obtainment: Participants eligible to be included in this measure obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.	36.12%	32.00%
Measurable Skill Gains: Participants who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment or increased their Education Functioning Level.	49.21%	41.50%

Contributing to the increased Measurable Skill Gains is the 2,996 adult learners obtaining their Illinois High School Diploma. This is a 7.7% increase from State Fiscal Year 2024 and the 3rd consecutive year in increased growth. Adult Education providers are supported in their High School Equivalency and High School Credit Recovery programming through technical assistance from the Professional Development Network, access to the i-Pathways project (i-pathways.org), a web-based High School Equivalency Preparatory System available to all ICCB funded programs, the expansion of Illinois’ Alternative Method of Credentialing program, and state facilitated outreach.

Integrated English Literacy and Civics Education (IELCE)

The Federal Integrated English Literacy and Civics Education (IELCE) program (authorized under WIOA Section 243) provides federal funding for education services to adult English language learners, including professionals with foreign credentials. It merges English language acquisition, civics education, and workforce training to help participants gain employment and succeed as citizens and parents.

The ICCB policy, as outlined in the Adult Education Provider Manual, establishes the expectation that Integrated English Literacy and Civics Education (IELCE) learners have access to Integrated Education and Training (IET) programming. Effective strategies for integrating IELCE and IET were embedded throughout the annual Transitions Academy and Forum for Excellence. This combination of clear policy direction and ongoing technical assistance has resulted in steady growth in IELCE participation in IET programs over the past three years. In FY 2022, only nine IELCE learners were enrolled in IETs, compared to 115 learners in FY 2025, demonstrating that high expectations coupled with targeted professional development have strengthened IELCE programming statewide.



In addition, IELCE providers are encouraged to braid funding from state appropriations, federal basic grants, and other sources, including institutional or unrestricted funds, to support IET development and learner participation. To build provider capacity in this area, the ICCB offered webinars and conference sessions throughout the fiscal year focused on effective strategies for braiding funds.

Workforce Preparation

The ICCB continues to lead and support the development of work-based educational programs for the most vulnerable Illinois residents. Using key labor and market trends, the Workforce Education Division, comprised of Workforce Development, Adult Education and Literacy, and Career and Technical Education worked collaboratively to expand Illinois' talent pipeline and provide adult learners with opportunities to improve their academic, English language, and workplace skills. The ever-changing employer and workforce scenario provide the rationale for the ICCB to develop and expand the Integrated Career & Academic Preparation System (ICAPS) that accelerate and connect adult literacy instruction with workforce training, leading to industry-recognized and/or postsecondary credentials. Adult education programs are supported through the following strategies:

- **Annual Transitions Academy**, convening in the Fall with ongoing professional development and technical assistance for ICAPS and Bridge Programming throughout the year.
- **ICAPS Office Hours** - a monthly opportunity for programs to reach out with questions about processes, policies, implementation, expectations, etc.
- **Cohort Convos**, convening in late Fall to help local program leaders in both Adult Education and Literacy and Career and Technical Education have a focused and support time to plan and build their ICAPS programs.

Fiscal Year 2025 also saw an increase in Workplace Literacy Programs, increasing to 36 programs across the state. This is a direct response to specific employer needs where Adult Education and Literacy Programs partner with participating employers to provide combined literacy and job embedded instruction at employer work sites.

The Adult Learner Experiences

Illinois' Adult Education and Literacy providers support individuals facing significant barrier, justice system involvement, homelessness, language barriers, mental health challenges, and limited educational access, by providing clear pathways to education, credentials, and sustainable careers. Through adult education, ICAPS training, English language instruction, and workplace literacy partnerships, students earn industry-recognized certifications, complete high school equivalency and bridge programs, and gain the skills needed to advance in high-demand fields such as information technology, education, hospitality, and manufacturing. Services empower learners to rebuild stability, strengthen families, and move toward long-term economic mobility.

A. S.'s Journey to Become an Educational Leader

22-year-old Angel first enrolled at Waubensee Community College in 2025 as a survivor who had previously attempted to take his own life. After finding a focus through the adult education program, he earned his State of Illinois High School Diploma and completed a Bridge to Education program. He also earned an Illinois Paraprofessional Educator license.



T.C.'s Journey from Shelter to Success in IT

T.C., a determined student of color, faced significant challenges, including past justice system involvement and experiencing homelessness. He enrolled in a rigorous 6-week, full-time Information Technology ICAPS training course, where he earned five individual certificates along with a Google IT Support Certification. Building on that success, TC advanced to our 10-week CompTIA A+ training course, where he continued to excel. He earned a Certificate of Program Completion and was awarded exam vouchers to sit for the two key exams required for CompTIA A+ Certification, a significant milestone in the IT field.

Gloria H.'s Impact on the Family

Gloria H. enrolled in an English language program and developed the language skills to support her children in their educational journey. Her oldest daughter, with the family's support, is currently serving in the United States Army. Gloria enrolled in an ICAPS program, focusing on Hospitality and Culinary Arts, and successfully passed the licensing exam, receiving certifications from both the State of Illinois and the City of Chicago.

Workplace Literacy Expands in Illinois



ECHO is an exemplary example of our Workplace Literacy program. Through a partnership with Mundelein Consolidated High School District #120, ECHO employs students who are material handlers, machine operators, and line leads who attend on-site class two times a week.

Focus on FY26 and the Future

In FY26, the ICCB Division of Adult Education and Literacy continued to convene the annual Adult Education Advisory Council. The key focus areas include understanding the role of Artificial

Intelligence in adult education and improved partnerships, co-enrollment in education and workforce programs, and adult education sustainability.

As AI continues to reshape the labor market, particularly for young employees and those entering career pathways, adult learners are at an increased risk of being left behind with fewer job opportunities and increased marginalization. Adult Education programs must be intentional about the integration of AI instruction in basic literacy instruction and workplace training. Based on the Advisory Council recommendations, in FY27, we will emphasize the following:

- The career and/or employment opportunities for entry level positions in the AI field,
- The digital literacy and academic skills necessary for entering the workforce with AI,
- Industry recognized credentials in the AI field, and
- Updates to the Essential Employability Skills Framework.

Each focus area will ensure Adult Education workplace training prepares learners for an evolving workplace landscape.



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

Heartland Community College

- Hybrid Diesel Equipment Technology Certificate (25 credit hours)
- Industrial Controllers Certificate (16 credit hours)
- Industrial Robotics Certificate (17 credit hours)
- Industrial Specialist Certificate (16 credit hours)
- Mechatronics II: Systems Certificate (12 credit hours)

Kankakee Community College

- Interactive Web Developer Certificate (18 credit hours)
- Java Software Developer Certificate (9 credit hours)
- PC Support Technician Certificate (6 credit hours)
- Information Technology Professional Certificate (21 credit hours)

Lake Land College

- Advanced Welding Certificate (24.5 credit hours)
- Advanced Welding Certificate CBE (24.5 credit hours)
- Welding Technology Certificate CBE (26.5 credit hours)
- Basic Welding Certificate CBE (10.5 credit hours)

Malcolm X College

- Medical Laboratory Assistant Certificate (16 credit hours)

Richard J. Daley College

- Data Center Operations Foundations Certificate (27 credit hours)
- Spanish-English Translation and Interpreting Certificate (27 credit hours)

Southwestern Illinois College

- Paraprofessional Certificate (19 credit hours)



**SPRING 2026 ILLINOIS
COMMUNITY COLLEGE
OPENING ENROLLMENT
REPORT**

March 2026

SPRING 2026 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

SYSTEMWIDE HEADCOUNT ENROLLMENT RISES 2.9 PERCENT MARKING A FOURTH YEAR OF CONSECUTIVE GROWTH

Overall, compared to the spring term one year ago, Illinois Community College System Spring 2026 opening headcount enrollments (+2.9 percent) and full-time equivalent (FTE) enrollments (+2.1 percent) had substantial growth. The opening enrollments reflect the end of the regular spring registration period, which is usually the 10th day of class. The preliminary counts derive from the web-based Spring 2026 Enrollment Survey.

The Spring 2025 to Spring 2026 enrollment increase of 2.9 percent extends a four-year trend of year-over-year growth. Illinois community college enrollment in Spring 2026 has moved beyond pre-pandemic levels (Spring 2019; N = 283,146), an important milestone that reflects the system's continued resilience and sustained demand. National comparison is an important part of interpreting statewide enrollment trends; however, Spring 2026 data from the National Student Clearinghouse (NSC) has not yet been released. These data are generally available in May.

Significant findings from the Spring 2026 Illinois Community College Opening Enrollment Report include:

- Spring 2026 headcount enrollments (+2.9 percent) and FTE enrollments (+2.1 percent) both increased from the previous year.
- Thirty-one community colleges experienced an increase in headcount enrollment from Spring 2025 to Spring 2026, while 14 community colleges had a decrease.
- Four of six instructional areas exhibited increases in headcount enrollment from the previous year. Instructional areas rooted in applied, workforce-oriented instruction, including Career and Technical Education (+5.5 percent) and Vocational Skill Training (+73.0 percent), increased compared to the previous year.
- Transfer programs, which is the largest instructional area in the Illinois Community College System, increased 3.2 percent from the previous year, while General Associates programs increased by 8.7 percent during the same timeframe.
- Adult Education—which includes Adult Basic Education, Adult Secondary Education, and English as a Second Language—saw an 11.5 percent decrease in headcount from Spring 2025 to Spring 2026.
- For Dual Credit, which allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree, headcount enrollments increased 8.9 percent in Spring 2026 compared to Spring 2025 and increased 57.1 percent from Spring 2022.

- The number of distance education course enrollments (seat count in courses) increased in Spring 2026 compared to the previous year (+3.3 percent). Distance education remains a prevalent and flexible form of course delivery with 196,799 online course enrollments in the current spring.
- In Spring 2026, 76,183 students enrolled full-time, representing 25.9 percent of all enrollments.

Table 1 provides systemwide comparative spring census enrollment counts for the last five years. The Spring 2026 semester headcount was 294,197 compared to 285,840 last year (a headcount increase of 8,357 or 2.9 percent). The latest FTE count was 152,864 compared with 149,750 a year ago (an FTE increase of 3,115 or 2.1 percent). FTE figures reflect the total number of credit hours being taken by students divided by 15—the number of semester hours traditionally considered a full-time class load.

Table 1
SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2022 TO 2026

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Headcount	233,041	249,836	262,638	285,840*	294,197
Percent Change	-2.8%	7.2%	5.1%	8.8%	2.9%
FTE	124,013	132,425	139,764	149,750	152,864
Percent Change	-5.5%	6.8%	5.5%	7.1%	2.1%

* Colleges Provided Revised Figures

Table 2 provides a comparison of fiscal year 2022 through fiscal year 2026 spring headcount enrollments for each community college. Headcount increased at 28 of the 45 community colleges (1.0 percent or higher) since last year. Ten colleges saw decreases (1.0 percent or more) compared to last year. Seven colleges reported little or no change (less than 1.0 percent) versus last year. Longer term, statewide headcount enrollments were up 26.2 percent compared to Spring 2022.

Table 3 contains a comparison of FTE enrollments for the same five-year period. Compared to last year, Spring 2026 FTE increases were reported by 25 of the colleges, decreases were reported by eight colleges, and 12 colleges indicated little or no change. Longer term, statewide FTE enrollments were up 23.3 percent compared to Spring 2022.

Table 4 provides fiscal year 2022 through fiscal year 2026 spring opening course enrollments (duplicated) in internet-based courses at each community college. This spring's enrollment in internet-based courses reflects the first increase compared to the previous year since the enrollment spike during the COVID-19 pandemic. At the beginning of the Spring 2026 semester, there were 196,799 course enrollments

(duplicated) in internet courses compared to 190,546 in Spring 2025 (an increase of 3.3 percent) and 228,781 in Spring 2022 (a decrease of 14.0 percent). Compared to last year, Spring 2026 duplicated internet enrollments increased at 36 colleges, decreased at eight colleges, and had little or no change at one college.

Table 5 provides fiscal year 2026 spring opening enrollments by instructional program area. Transfer was the largest instructional program, accounting for 58.3 percent of enrollments in Spring 2026. Career and Technical Education was the second largest instructional program, accounting for 26.0 percent. Students in Adult Education (Adult Basic Education, Adult Secondary Education, and English as a Second Language) comprised 8.5 percent of enrollments, while 5.8 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (1.3 percent) and General Studies (0.2 percent) programs represented less than two percent of enrollments in Spring 2026. Figure 1 provides spring opening enrollment headcount by instructional program area for Spring 2022 through Spring 2026. Compared to last year, decreases were seen only in General Studies (-62.0 percent) and English as a Second Language (-16.9 percent), while increases were noted in Vocational Skills (73.0 percent), General Associates (8.7 percent), Adult Secondary Education (6.7 percent), Career and Technical Education (5.5 percent), Transfer (3.2 percent), and Adult Basic Education (1.3 percent).

Figure 1. Opening Spring Headcount Enrollment by Instructional Program Area in Illinois Public Community Colleges from 2022 to 2026

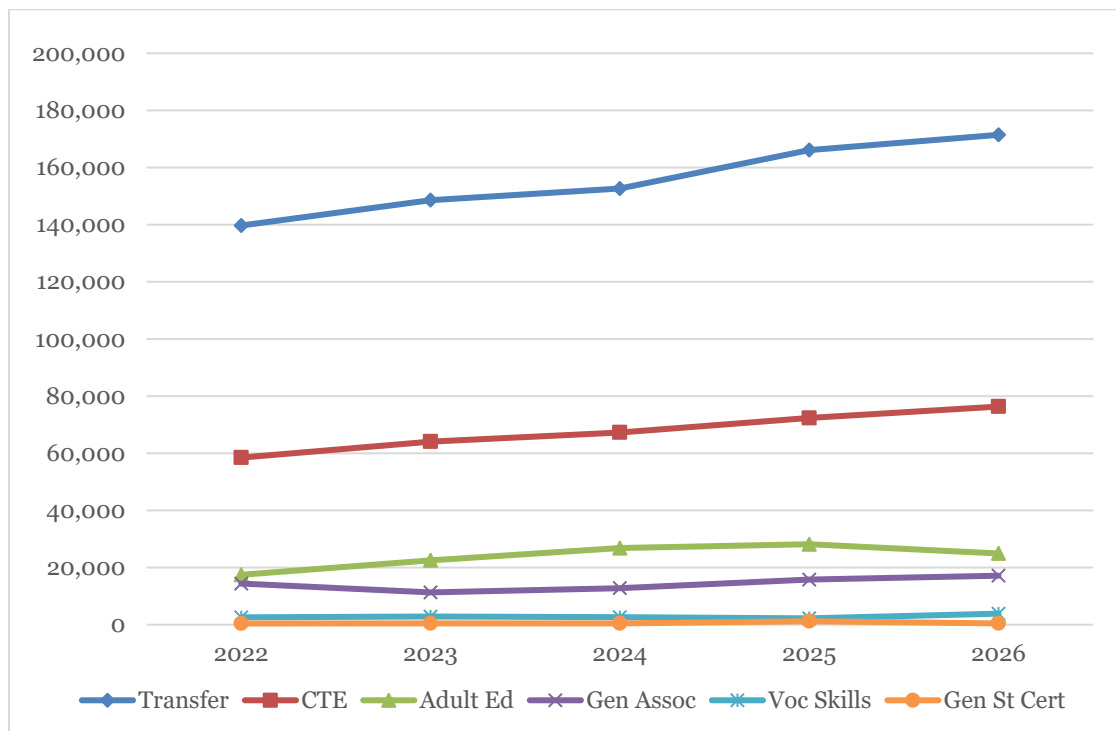


Table 6 provides opening headcount enrollments of dual credit students in Spring 2026. At the beginning of the Spring 2026 semester there were 85,478 enrollments for dual credit students, which represents nearly one in three enrollments (29.1 percent). Enrollments in dual credit increased 8.9 percent compared with a year ago and 57.1 percent from Spring 2022. Figure 2 provides a trend line of dual credit enrollment by spring term for the last five years.

Figure 2. Opening Spring Dual Credit Enrollment Trends in Illinois Public Community Colleges from 2022 to 2026

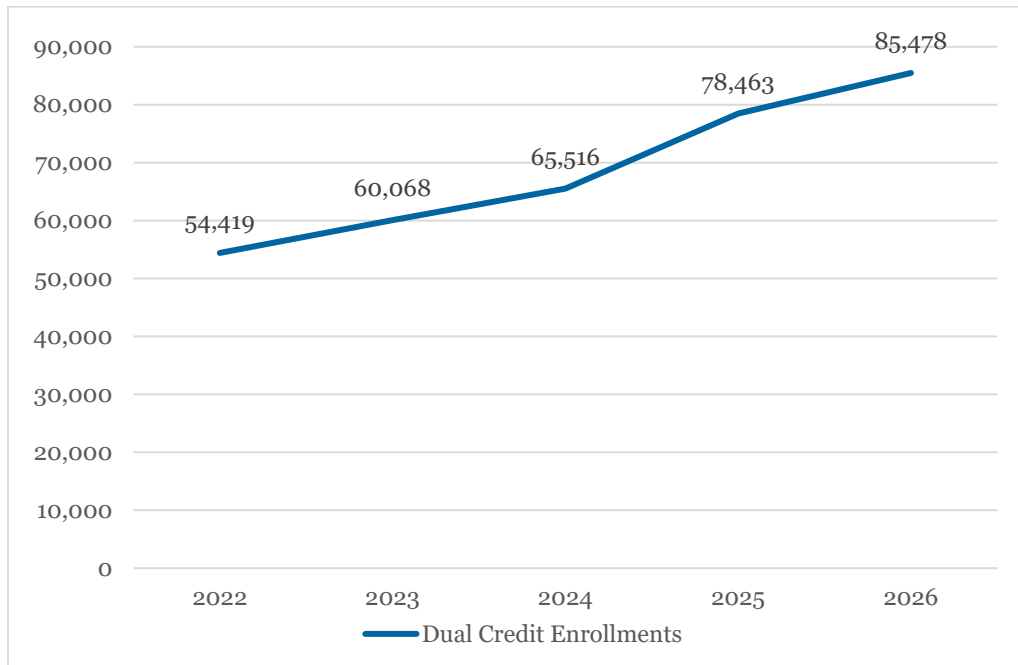


Table 7 provides opening headcount enrollments of full-time students in Spring 2026. Just over one-fourth of Illinois community college students enrolls full-time. In Spring 2026, 76,183 students enrolled full-time, representing 25.9 percent of all enrollments.

Additional Background: The Spring 2026 preliminary summary student counts in this report derive from the web-based Illinois Community College Board (ICCB) Spring 2026 Enrollment Survey. Spring opening enrollment information for students is recorded by the colleges at the end of the regular spring registration period, which is usually the 10th day of class. Beyond the survey, which allows ICCB and the Illinois Community College System to timely and broadly address stakeholder inquiries about spring enrollment, ICCB also annually collects student-level data from community colleges for the spring term via its annual academic year student-level collection.

These counts also only provide a "snapshot" of opening spring term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., modules, other intensive late start classes, etc.) is necessary to accommodate student schedules and compete successfully in

the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete data are available via [ICCB's Data Book](#). The [Illinois Postsecondary Profiles](#) platform, which is a joint initiative of ICCB and the Illinois Board of Higher Education (IBHE), also provides pertinent trend information on enrollment, affordability, progress, advancement, and completion for all 2- and 4-year higher education institutions in Illinois.



Illinois Community College Board
Table 2
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2022-2026

Dist. No.	College Name	Spring FY 2022 Headcount	Spring FY 2023 Headcount	Spring FY 2024 Headcount	Spring FY 2025 Headcount	Spring FY 2026 Headcount	Spring % Change 2022-2026	Spring % Change 2025-2026
503	Black Hawk	3,205	3,271	3,383	3,722	4,806	50.0 %	29.1 %
518	Carl Sandburg	1,583	1,586	1,637	1,551	1,527	-3.5	-1.5
508	City Colleges of Chicago	(30,904)	(36,113)	(39,432)	(43,401)	(43,665)	(41.3)	(0.6)
02	Harold Washington	5,247	5,544	5,497	6,015	6,062	15.5	0.8
04	Harry S Truman	4,814	6,084	6,545	7,207	7,071	46.9	-1.9
01	Kennedy-King	1,761	2,137	2,861	3,342	3,728	111.7	11.5
03	Malcolm X	6,081	7,430	8,027	9,425	9,877	62.4	4.8
05	Olive-Harvey	1,679	2,185	2,638	2,928	3,009	79.2	2.8
06	Richard J. Daley	4,175	4,893	5,942	6,256	6,055	45.0	-3.2
07	Wilbur Wright	7,147	7,840	7,922	8,228	7,863	10.0	-4.4
502	College of DuPage	22,448	23,803	26,444	29,751	30,534	36.0	2.6
532	College of Lake County	12,934	13,243	14,499	16,002	16,797	29.9	5.0
507	Danville Area	1,831	1,991	2,036	2,137	2,199	20.1	2.9
509	Elgin	7,665	8,830	9,821	11,256	10,371	35.3	-7.9
512	Harper	13,923	14,926	15,727	16,710	16,577	19.1	-0.8
540	Heartland	4,743	5,097	5,260	5,302	5,472	15.4	3.2
519	Highland	1,715	1,669	1,828	1,794	1,944	13.4	8.4
514	Illinois Central	6,848	6,694	7,092	7,606	7,738	13.0	1.7
529	Illinois Eastern**	(5,697)	(6,171)	(5,622)	5,077	4,079	-28.4	-19.7
04	Frontier	2,775	3,302	2,597	DNA	DNA	--	--
01	Lincoln Trail	674	690	770	DNA	DNA	--	--
02	Olney Central	1,268	1,258	1,245	DNA	DNA	--	--
03	Wabash Valley	980	921	1,010	DNA	DNA	--	--
513	Illinois Valley	2,193	2,327	2,545	2,654	2,681	22.3	1.0
530	John A. Logan	3,073	2,844	2,787	2,831	3,307	7.6	16.8
539	John Wood	1,565	1,679	1,743	1,859	1,775	13.4	-4.5
525	Joliet Junior	11,411	10,653	10,076	12,952	14,294	25.3	10.4
520	Kankakee	2,273	2,559	2,702	3,037	3,129	37.7	3.0
501	Kaskaskia	3,724	3,782	3,831	4,048	4,155	11.6	2.6
523	Kishwaukee	2,069	2,242	2,393	2,742	2,725	31.7	-0.6
517	Lake Land	3,652	3,680	3,817	3,911	3,990	9.3	2.0
536	Lewis and Clark	3,656	3,992	4,240	4,547	4,368	19.5	-3.9
526	Lincoln Land	4,958	5,409	5,972	6,234	6,350	28.1	1.9
528	McHenry County	8,768	9,166	9,129	9,799	10,299	17.5	5.1
524	Moraine Valley	10,990	11,711	11,724	12,313	12,739	15.9	3.5
527	Morton	4,015	3,970	3,036	3,512	4,153	3.4	18.3
535	Oakton	8,278	8,849	9,256	9,415	10,220	23.5	8.6
505	Parkland	4,808	5,062	5,462	5,806	5,764	19.9	-0.7
515	Prairie State	2,392	2,565	2,944	3,457	4,781	99.9	38.3
521	Rend Lake	1,983	1,867	1,975	1,932	2,172	9.5	12.4
537	Richland	2,187	2,227	2,296	2,504	2,365	8.1	-5.6
511	Rock Valley	4,226	5,951	5,887	6,537	6,621	56.7	1.3
506	Sauk Valley	1,505	1,448	1,528	1,565	1,755	16.6	12.1
531	Shawnee	1,098	1,142	1,140	1,247	1,257	14.5	0.8
510	South Suburban	4,562	5,152	5,062	5,393 *	4,782	4.8	-11.3
533	Southeastern Illinois	1,230	1,346	1,280	1,330	1,343	9.2	1.0
522	Southwestern Illinois	7,473	7,735	8,769	9,626	10,231	36.9	6.3
534	Spoon River	1,093	1,205	1,250	1,191	1,188	8.7	-0.3
504	Triton	9,197	9,247	10,884	11,670	11,804	28.3	1.1
516	Waubonsee	<u>7,166</u>	<u>8,632</u>	<u>8,129</u>	<u>9,419</u>	<u>10,240</u>	<u>42.9 %</u>	<u>8.7 %</u>
Totals		233,041	249,836	262,638	285,840	294,197	26.2 %	2.9 %

* Colleges Provided Revised Figure

** Effective in fiscal year 2025, Illinois Eastern Community Colleges (IECC) was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley). As a result, any IECC enrollment decline from Spring 2024 to Spring 2025 primarily reflects this reporting change rather than an actual decrease in student numbers.

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board

Table 3

SUMMARY COMPARISON OF SPRING FTE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2022-2026

Dist. No. College Name	Spring FY 2022 FTE	Spring FY 2023 FTE	Spring FY 2024 FTE	Spring FY 2025 FTE	Spring FY 2026 FTE	Spring % Change 2022-2026	Spring % Change 2025-2026
503 Black Hawk	1,798	1,834	1,939	2,096	2,302	28.0 %	9.8 %
518 Carl Sandburg	911	947	984	941	941	3.2	0.0
508 City Colleges of Chicago	(17,589)	(20,361)	(22,356)	(24,757)	(24,622)	(40.0)	(-0.5)
02 Harold Washington	2,994	3,117	3,082	3,319	3,342	11.6	0.7
04 Harry S Truman	2,499	3,274	3,541	3,949	3,686	47.5	-6.7
01 Kennedy-King	1,203	1,260	1,657	1,959	2,181	81.3	11.3
03 Malcolm X	3,616	4,276	4,640	5,431	5,630	55.7	3.7
05 Olive-Harvey	944	1,252	1,518	1,709	1,719	82.1	0.6
06 Richard J. Daley	2,260	2,765	3,384	3,614	3,461	53.1	-4.2
07 Wilbur Wright	4,073	4,417	4,534	4,776	4,603	13.0	-3.6
502 College of DuPage	11,666	12,130	13,094	14,440	14,301	22.6	-1.0
532 College of Lake County	6,821	7,000	7,585	8,081	8,425	23.5	4.3
507 Danville Area	925	1,077	1,109	1,263	1,272	37.6	0.8
509 Elgin	4,233	4,770	5,271	5,878	5,704	34.7	-3.0
512 Harper	6,799	7,251	7,719	8,195	8,132	19.6	-0.8
540 Heartland	2,614	2,763	2,840	2,903	2,869	9.8	-1.2
519 Highland	899	861	917	906	956	6.3	5.4
514 Illinois Central	3,559	3,540	3,779	3,991	4,058	14.0	1.7
529 Illinois Eastern*	(2,240)	(2,277)	(2,155)	1,911	1,928	-13.9	0.9
04 Frontier	582	605	545	DNA	DNA	--	--
01 Lincoln Trail	402	411	394	DNA	DNA	--	--
02 Olney Central	735	729	689	DNA	DNA	--	--
03 Wabash Valley	521	533	528	DNA	DNA	--	--
513 Illinois Valley	1,255	1,351	1,393	1,564	1,582	26.1	1.2
530 John A. Logan	1,826	1,736	1,766	1,780	1,972	8.0	10.8
539 John Wood	1,014	1,068	1,076	1,190	1,157	14.1	-2.7
525 Joliet Junior	5,989	5,826	5,902	6,596	7,054	17.8	6.9
520 Kankakee	1,307	1,422	1,546	1,667	1,774	35.7	6.4
501 Kaskaskia	1,963	2,066	2,195	2,337	2,381	21.3	1.9
523 Kishwaukee	1,199	1,349	1,451	1,615	1,602	33.6	-0.8
517 Lake Land	2,403	2,452	2,455	2,434	2,478	3.2	1.8
536 Lewis and Clark	2,088	2,191	2,416	2,420	2,437	16.7	0.7
526 Lincoln Land	2,862	2,993	3,260	3,328	3,466	21.1	4.1
528 McHenry County	4,054	4,577	4,378	4,797	4,972	22.6	3.6
524 Moraine Valley	5,760	6,181	6,314	6,607	6,895	19.7	4.4
527 Morton	1,736	1,812	1,724	1,726	2,061	18.7	19.4
535 Oakton	3,862	4,130	4,395	4,317	4,703	21.8	8.9
505 Parkland	2,811	3,013	3,102	3,285	3,275	16.5	-0.3
515 Prairie State	1,360	1,536	1,603	1,750	1,950	43.4	11.4
521 Rend Lake	1,332	1,239	1,222	1,218	1,353	1.6	11.1
537 Richland	1,060	1,084	1,123	1,155	1,163	9.8	0.7
511 Rock Valley	2,863	3,485	3,467	3,690	3,748	30.9	1.6
506 Sauk Valley	866	878	903	933	1,033	19.3	10.7
531 Shawnee	671	718	721	772	805	19.8	4.2
510 South Suburban	1,794	1,913	1,926	2,344	1,986	10.7	-15.3
533 Southeastern Illinois	657	728	749	781	757	15.2	-3.1
522 Southwestern Illinois	4,402	4,387	4,835	5,185	5,565	26.4	7.3
534 Spoon River	670	688	702	700	702	4.9	0.4
504 Triton	4,573	4,566	5,220	5,558	5,626	23.0	1.2
516 Waubensee	<u>3,583</u>	<u>4,225</u>	<u>4,172</u>	<u>4,639</u>	<u>4,857</u>	<u>35.5 %</u>	<u>4.7 %</u>
Totals	124,013	132,425	139,764	149,750	152,864	23.3 %	2.1 %

* Effective in fiscal year 2025, Illinois Eastern Community Colleges (IECC) was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley). As a result, any IECC enrollment decline from Spring 2024 to Spring 2025 primarily reflects this reporting change rather than an actual decrease in student numbers.

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board

Table 4

PRELIMINARY OPENING SPRING INTERNET ENROLLMENT, DUPLICATED COUNT
BY COLLEGE, FISCAL YEARS 2022-2026

Dist.						Spring	Spring	
No.	College Name	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026	% Change	
							2022-2026	
							2025-2026	
503	Black Hawk	4,089	3,929	3,800	3,910	4,153	1.6 %	6.2 %
518	Carl Sandburg	2,624	2,201	2,259	2,125	2,226	-15.2	4.8
508	City Colleges of Chicago	(39,902)	(36,392)	(35,425)	(16,166)	(17,427)	(-56.3)	(7.8)
02	Harold Washington	9,522	7,537	6,973	3,265	3,326	-65.1	1.9
04	Harry S Truman	4,499	4,755	4,578	1,676	1,900	-57.8	13.4
01	Kennedy-King	2,174	2,680	2,711	1,267	1,513	-30.4	19.4
03	Malcolm X	9,443	8,225	7,707	3,276	3,585	-62.0	9.4
05	Olive-Harvey	2,015	2,334	2,731	2,062	2,188	8.6	6.1
06	Richard J. Daley	3,827	3,827	4,666	1,963	2,185	-42.9	11.3
07	Wilbur Wright	8,422	7,034	6,059	2,657	2,730	-67.6	2.7
502	College of DuPage	22,691	19,046	19,301	21,780	20,729	-8.6	-4.8
532	College of Lake County	9,646	12,991	11,461	11,122	11,278	16.9	1.4
507	Danville Area	2,463	2,052	2,122	2,229	2,795	13.5	25.4
509	Elgin	8,853	6,598	5,861	6,883	6,995	-21.0	1.6
512	Harper	13,819	10,921	10,266	10,765	10,546	-23.7	-2.0
540	Heartland	4,914	4,352	4,015	4,148	4,196	-14.6	1.2
519	Highland	1,392	1,221	1,213	1,269	1,229	-11.7	-3.2
514	Illinois Central	6,738	5,514	5,683	6,225	6,408	-4.9	2.9
529	Illinois Eastern*	(1,467)	(1,659)	(1,726)	1,141	2,130	45.2	86.7
04	Frontier	163	229	209	DNA	DNA	--	--
01	Lincoln Trail	355	399	485	DNA	DNA	--	--
02	Olney Central	541	586	608	DNA	DNA	--	--
03	Wabash Valley	408	445	424	DNA	DNA	--	--
513	Illinois Valley	2,025	1,960	1,926	2,188	2,250	11.1	2.8
530	John A. Logan	2,431	2,398	2,783	2,733	2,624	7.9	-4.0
539	John Wood	2,489	2,433	2,302	2,383	2,471	-0.7	3.7
525	Joliet Junior	15,285	8,552	8,397	8,126	8,293	-45.7	2.1
520	Kankakee	1,374	1,487	1,255	1,398	1,607	17.0	14.9
501	Kaskaskia	2,617	2,546	2,651	2,701	2,664	1.8	-1.4
523	Kishwaukee	3,170	2,823	2,847	3,201	3,107	-2.0	-2.9
517	Lake Land	4,223	3,914	4,055	4,340	4,154	-1.6	-4.3
536	Lewis and Clark	1,069	976	2,053	1,175	1,233	15.3	4.9
526	Lincoln Land	5,967	4,937	4,974	4,715	4,817	-19.3	2.2
528	McHenry County	5,937	5,850	5,714	6,081	6,450	8.6	6.1
524	Moraine Valley	10,376	9,340	9,204	9,890	10,541	1.6	6.6
527	Morton	2,393	2,351	2,573	2,104	2,599	8.6	23.5
535	Oakton	8,587	7,851	7,606	7,080	7,775	-9.5	9.8
505	Parkland	4,985	8,619	5,530	5,546	5,635	13.0	1.6
515	Prairie State	3,201	2,417	2,248	2,428	2,501	-21.9	3.0
521	Rend Lake	1,520	1,207	1,593	1,488	1,651	8.6	11.0
537	Richland	1,867	1,649	1,578	1,592	1,665	-10.8	4.6
511	Rock Valley	5,627	5,714	5,774	6,165	6,269	11.4	1.7
506	Sauk Valley	1,539	1,613	1,817	1,838	1,981	28.7	7.8
531	Shawnee	983	979	1,198	1,338	1,346	36.9	0.6
510	South Suburban	3,111	2,638	2,188	2,899	2,260	-27.4	-22.0
533	Southeastern Illinois	1,070	1,099	1,152	1,207	1,310	22.4	8.5
522	Southwestern Illinois	6,327	6,356	6,734	7,464	7,934	25.4	6.3
534	Spoon River	367	978	1,286	1,748	1,904	418.8	8.9
504	Triton	5,507	4,628	4,618	4,746	5,198	-5.6	9.5
516	Waubensee	<u>6,136</u>	<u>5,667</u>	<u>6,016</u>	<u>6,209</u>	<u>6,448</u>	<u>5.1 %</u>	<u>3.8 %</u>
	Totals	228,781	207,858	203,204	190,546	196,799	-14.0 %	3.3 %

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SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 5
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS BY INSTRUCTIONAL PROGRAM AREA
BY COLLEGE, FISCAL YEAR 2026

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	1	2,296	1,419	0	715	98	202	75	4,806
518	Carl Sandburg	276	928	317	0	6	0	0	0	1,527
508	City Colleges of Chicago	(5,547)	(23,169)	(5,795)	(0)	(7)	(2,184)	(584)	(6,379)	(43,665)
	Harold Washington	261	5,221	580	0	0	0	0	0	6,062
	Harry S Truman	375	3,372	849	0	0	417	64	1,994	7,071
	Kennedy-King	246	1,878	1,077	0	3	366	25	133	3,728
	Malcolm X	3,581	3,361	1,527	0	2	470	104	832	9,877
	Olive-Harvey	189	1,725	673	0	0	180	37	205	3,009
	Richard J. Daley	375	2,897	730	0	1	466	204	1,382	6,055
	Wilbur Wright	520	4,715	359	0	1	285	150	1,833	7,863
502	College of DuPage	269	13,970	13,777	0	0	109	65	2,344	30,534
532	College of Lake County	17	9,725	5,133	3	227	63	254	1,375	16,797
507	Danville Area	321	1,299	375	0	32	163	1	8	2,199
509	Elgin	22	6,341	2,698	0	46	107	90	1,067	10,371
512	Harper	77	11,994	2,950	0	65	129	0	1,362	16,577
540	Heartland	2	4,241	803	0	0	112	74	240	5,472
519	Highland	50	1,574	292	14	14	0	0	0	1,944
514	Illinois Central	1,092	4,411	1,863	0	0	184	0	188	7,738
529	Illinois Eastern	230	1,803	778	0	1,121	41	87	19	4,079
513	Illinois Valley	34	1,717	905	23	0	0	0	2	2,681
530	John A. Logan	153	2,226	822	0	18	43	27	18	3,307
539	John Wood	0	1,341	434	0	0	0	0	0	1,775
525	Joliet Junior	4,545	5,699	3,243	33	0	75	162	537	14,294
520	Kankakee	589	1,395	900	0	0	91	27	127	3,129
501	Kaskaskia	259	2,887	899	0	0	104	0	6	4,155
523	Kishwaukee	0	1,702	757	2	48	41	64	111	2,725
517	Lake Land	264	2,333	1,210	0	18	116	0	49	3,990
536	Lewis and Clark	154	1,023	2,987	0	13	99	70	22	4,368
526	Lincoln Land	380	3,838	2,132	0	0	0	0	0	6,350
528	McHenry County	0	7,789	1,753	0	0	101	69	587	10,299
524	Moraine Valley	357	9,154	2,374	0	0	127	24	703	12,739
527	Morton	481	1,260	1,943	0	0	100	33	336	4,153
535	Oakton	5	8,752	1,463	0	0	0	0	0	10,220
505	Parkland	228	3,587	1,942	0	0	3	0	4	5,764
515	Prairie State	285	1,612	2,594	0	121	12	60	97	4,781
521	Rend Lake	0	1,478	559	0	135	0	0	0	2,172
537	Richland	300	1,497	556	2	9	1	0	0	2,365
511	Rock Valley	1	5,009	1,339	0	53	5	20	194	6,621
506	Sauk Valley	3	1,276	463	0	0	6	7	0	1,755
531	Shawnee	120	166	454	353	157	6	1	0	1,257
510	South Suburban	57	3,746	611	0	0	177	32	159	4,782
533	Southeastern Illinois	75	831	249	0	151	25	12	0	1,343
522	Southwestern Illinois	0	5,807	4,037	0	0	83	131	173	10,231
534	Spoon River	12	823	201	0	18	47	56	31	1,188
504	Triton	780	5,519	3,562	0	882	1,036	2	23	11,804
516	Waubonsee	161	7,243	1,760	27	0	166	127	756	10,240
TOTALS		17,147	171,461	76,349	457	3,856	5,654	2,281	16,992	294,197

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 6
SUMMARY COMPARISON OF SPRING
DUAL CREDIT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2022-2026

Dist. No.	College Name	Spring FY 2022 Headcount	Spring FY 2023 Headcount	Spring FY 2024 Headcount	Spring FY 2025 Headcount	Spring FY 2026 Headcount	Spring % Change 2022-2026	Spring % Change 2025-2026
503	Black Hawk	887	925	1,026	1,130	1,180	33.0 %	4.4 %
518	Carl Sandburg	523	522	537	548	497	-5.0	-9.3
508	City Colleges of Chicago	(3,970)	(4,288)	(5,343)	(6,164)	(6,356)	(60.1)	(3.1)
02	Harold Washington	798	834	815	946	1,135	42.2	20.0
04	Harry S Truman	367	450	661	912	1,139	210.4	24.9
01	Kennedy-King	218	399	640	617	677	210.6	9.7
03	Malcolm X	316	420	520	784	769	143.4	-1.9
05	Olive-Harvey	333	367	535	582	607	82.3	4.3
06	Richard J. Daley	857	731	1,081	1,278	1,148	34.0	-10.2
07	Wilbur Wright	1,081	1,087	1,091	1,045	881	-18.5	-15.7
502	College of DuPage	4,359	5,222	6,509	8,329	9,955	128.4	19.5
532	College of Lake County	1,989	2,543	3,161	4,376	4,666	134.6	6.6
507	Danville Area	246	326	321	407	726	195.1	78.4
509	Elgin	751	1,152	1,647	2,347	2,085	177.6	-11.2
512	Harper	4,581	4,891	5,082	5,539	5,713	24.7	3.1
540	Heartland	1,538	1,634	1,722	1,708	1,846	20.0	8.1
519	Highland	689	636	739	677	907	31.6	34.0
514	Illinois Central	1,871	1,821	1,986	2,109	2,171	16.0	2.9
529	Illinois Eastern*	(1,086)	(1,162)	(1,304)	1,067	1,115	2.7	4.5
04	Frontier	270	323	299	DNA	DNA	--	--
01	Lincoln Trail	222	234	259	DNA	DNA	--	--
02	Olney Central	353	382	379	DNA	DNA	--	--
03	Wabash Valley	241	223	367	DNA	DNA	--	--
513	Illinois Valley	450	455	644	531	604	34.2	13.7
530	John A. Logan	962	609	843	847	1,052	9.4	24.2
539	John Wood	203	293	321	325	317	56.2	-2.5
525	Joliet Junior	3,259	2,001	599	3,632	4,413	35.4	21.5
520	Kankakee	622	626	615	607	622	0.0	2.5
501	Kaskaskia	1,922	1,633	2,112	1,999	2,486	29.3	24.4
523	Kishwaukee	372	378	507	554	632	69.9	14.1
517	Lake Land	1,366	1,275	1,327	1,400	1,447	5.9	3.4
536	Lewis and Clark	1,333	1,563	1,658	1,917	1,829	37.2	-4.6
526	Lincoln Land	977	1,466	1,716	1,999	1,950	99.6	-2.5
528	McHenry County	3,661	3,952	3,947	4,217	4,424	20.8	4.9
524	Moraine Valley	2,822	3,098	3,215	3,318	3,440	21.9	3.7
527	Morton	703	655	283	675	956	36.0	41.6
535	Oakton	2,446	2,997	3,349	3,557	4,086	67.0	14.9
505	Parkland	671	803	916	1,008	1,025	52.8	1.7
515	Prairie State	0	100	338	834	1,250	--	49.9
521	Rend Lake	733	649	725	720	818	11.6	13.6
537	Richland	772	801	897	1,017	1,037	34.3	2.0
511	Rock Valley	282	1,179	1,357	1,830	1,800	538.3	-1.6
506	Sauk Valley	389	332	439	432	571	46.8	32.2
531	Shawnee	249	248	248	234	289	16.1	23.5
510	South Suburban	2,121	2,782	2,518	2,575	2,282	7.6	-11.4
533	Southeastern Illinois	106	108	121	592	539	408.5	-9.0
522	Southwestern Illinois	1,662	1,949	2,858	3,411	3,581	115.5	5.0
534	Spoon River	268	386	316	312	302	12.7	-3.2
504	Triton	1,910	2,066	2,619	3,122	3,106	62.6	-0.5
516	Waubensee	<u>1,668</u>	<u>2,542</u>	<u>1,651</u>	<u>2,397</u>	<u>3,403</u>	<u>104.0 %</u>	<u>42.0 %</u>
Totals		54,419	60,068	65,516	78,463	85,478	57.1 %	8.9 %

* Effective in fiscal year 2025, Illinois Eastern Community Colleges (IECC) was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley). As a result, any IECC enrollment decline from Spring 2024 to Spring 2025 primarily reflects this reporting change rather than an actual decrease in student numbers.

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 7
SUMMARY COMPARISON OF
SPRING HEADCOUNT ENROLLMENTS
BY TYPE OF ATTENDANCE
BY COLLEGE, FISCAL YEAR 2026

Dist.	<u>No.</u> <u>College Name</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>Total</u>
	503 Black Hawk	1,405	3,401	4,806
	518 Carl Sandburg	618	909	1,527
	508 City Colleges of Chicago	(11,797)	(31,868)	(43,665)
	02 Harold Washington	1,878	4,184	6,062
	04 Harry S Truman	1,413	5,658	7,071
	01 Kennedy-King	1,152	2,576	3,728
	03 Malcolm X	2,688	7,189	9,877
	05 Olive-Harvey	906	2,103	3,009
	06 Richard J. Daley	1,563	4,492	6,055
	07 Wilbur Wright	2,197	5,666	7,863
	502 College of DuPage	6,476	24,058	30,534
	532 College of Lake County	3,550	13,247	16,797
	507 Danville Area	738	1,461	2,199
	509 Elgin	2,944	7,427	10,371
	512 Harper	3,711	12,866	16,577
	540 Heartland	1,277	4,195	5,472
	519 Highland	536	1,408	1,944
	514 Illinois Central	1,935	5,803	7,738
	529 Illinois Eastern	1,302	2,777	4,079
	513 Illinois Valley	961	1,720	2,681
	530 John A. Logan	1,233	2,074	3,307
	539 John Wood	803	972	1,775
	525 Joliet Junior	3,369	10,925	14,294
	520 Kankakee	945	2,184	3,129
	501 Kaskaskia	1,407	2,748	4,155
	523 Kishwaukee	939	1,786	2,725
	517 Lake Land	1,627	2,363	3,990
	536 Lewis and Clark	1,330	3,038	4,368
	526 Lincoln Land	1,624	4,726	6,350
	528 McHenry County	2,117	8,182	10,299
	524 Moraine Valley	3,995	8,744	12,739
	527 Morton	971	3,182	4,153
	535 Oakton	1,980	8,240	10,220
	505 Parkland	1,880	3,884	5,764
	515 Prairie State	855	3,926	4,781
	521 Rend Lake	927	1,245	2,172
	537 Richland	458	1,907	2,365
	511 Rock Valley	2,206	4,415	6,621
	506 Sauk Valley	656	1,099	1,755
	531 Shawnee	512	745	1,257
	510 South Suburban	788	3,994	4,782
	533 Southeastern Illinois	480	863	1,343
	522 Southwestern Illinois	2,901	7,330	10,231
	534 Spoon River	439	749	1,188
	504 Triton	2,301	9,503	11,804
	516 Waubensee	<u>2,190</u>	<u>8,050</u>	<u>10,240</u>
	Totals	76,183	218,014	294,197

SOURCE OF DATA: Spring Semester Enrollment Surveys

Item #16
March 27, 2026

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Chair Jenkins reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

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

Chair Jenkins asks for roll call vote and Executive Secretary conducts a roll call vote.

Item #17
March 27, 2026

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022; March 24, 2023; June 2, 2023; February 2, 2024; March 22, 2024; June 7, 2024; September 27, 2024; March 21, 2025; and June 6, 2025 are to remain confidential. All other Executive Session Minutes are available for public inspection.