

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

Marriott Bloomington-Normal Hotel & Conference Center  
Redbird E Room  
201 Broadway  
Normal, IL

June 6, 2025

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5.2 Dr. Keith Cornille, President, Illinois Council of Community College Presidents	—
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6.1 Illinois Community College Trustees Association <b>Mr. Jim Reed</b>	—
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Item #2.1  
June 6, 2025

Illinois Community College Board

**NOMINATION OF VICE CHAIR**

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

**Chair Lopez:** I would like to open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

*(Board member is nominated)*

**Chair Lopez:** Is there a motion to close the floor for nominations for the position of Vice Chair of the Illinois Community College Board?

Motion made by: \_\_\_\_\_ Motion seconded by: \_\_\_\_\_

**Ann Knoedler take Roll.**

**Chair Lopez:**           (Name of the Board Member)           will serve as Vice Chair of the Illinois Community College Board.



Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD GOALS ANNUAL UPDATE**

An update and review of the progress on all of the ICCB Board goals occurs annually during the June Board meeting. An in-depth written report will be provided, and the highlights of the report discussed. As a reminder, the ICCB goal statement is:

The Board hereby supports and affirms the mission of the state's community college system in providing all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness. The Board is committed to working with community colleges to ensure racial and ethnic diversity on our campuses and to promote inclusive learning environments. The system's commitment to diversity, equity, and inclusion is essential to students' personal and professional growth and success academically, social-emotionally, and in the workforce. To meet this responsibility, the Board has committed to the following three goals:

GOAL 1: To support all students with a focus on minority, first-generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that close equity gaps resulting in system-wide improvement of equity metrics across enrollment, retention, advancement, and completion.

GOAL 2: To support a seamless transition for students into and through postsecondary education and the workforce by fostering the development of robust career pathways aligned to the needs of business and industry, strong engagement at all levels of the community college system, and with a focus on meeting students where they begin their educational journey, resulting in equitable access and outcomes for all students.

GOAL 3: To contribute to economic and workforce development by supporting the Illinois community college system's effort to provide high-quality, dynamic workforce training opportunities that build essential skills for high-value work through apprenticeships, work-based learning opportunities, and competency-based instructional models that result in equitable economic mobility through increased credential attainment.

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

Every year, in June, the ICCB Executive Director provides a progress report to the Board on key initiatives related to the three adopted Board Goals. Not listed explicitly under the Board goals, but nonetheless core to the responsibilities of the agency is a set of fundamental activities that the agency performs at the behest of the Board and under the authority of the Public Community College Act. These core responsibilities are listed below with some key data points where appropriate. The update on the three Board goals follows, which highlights three initiatives across each Goal area.

- **College Recognition.** The ICCB approved four districts (10 colleges: City Colleges of Chicago (7 colleges), Shawnee Community College, Lincoln Land Community College, Illinois Valley Community College) during FY 2025 for Recognition. There are two additional districts (Harper College, Morton College) set to go to the Board in June. Similar to accreditation, Recognition is a statutory requirement for community colleges to be eligible for continued state funding.
- **Program Approval and Review in the System.** There are currently 4578 total active credit programs, including 4,283 CTE and 295 transfer programs in the system. This includes 1,228 AAS degrees, and 3055 certificates. There were 121 new programs approved since July 1st of 2024, an increase of 67 since the January 2025 reporting date. There have been 237 programs removed in this fiscal year. The Board has approved 296 new courses since January, with 877 approved since the beginning of this fiscal year.
- **Community College Funding & Grants Administration.** The ICCB continues to administer over 992 grants totaling \$524.7 million in fiscal year 2025, including 287.8 million for Base Operating and Equalization grants to the colleges.
- **Systemwide Data Collection and Reporting.** ICCB manages over 849 distinct final submissions from the colleges, with 759 submitted this year to date. This coordinated approach reduces the administrative burden on individual colleges. ICCB is also participating [Data Rescue Project](#) to stay engaged in national data policy discussions and support the preservation of critical data for benchmarking and strategic planning.
- **Partnership with the Office of the Governor and the General Assembly.** The agency serves as a resource for members of the General Assembly and assists legislators with addressing issues important to them and their constituents. Throughout the legislative session, the agency is deeply engaged with the GA on issues of importance to the agency and system, including but not limited to the Board's own legislative priorities. In addition, the leadership team works closely with the Governor's Office on the administration of programs and the implementation of the Governor's priorities.

## GOAL 1: EQUITY

To support all students with a focus on minority, first-generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that close equity gaps resulting in system-wide improvement of equity metrics across enrollment, retention, advancement, and completion.

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**WEI:** The WEI aims to expand access for learners who have traditionally been excluded from workforce opportunities, faced limited pathways to postsecondary education or career advancement, and have been systematically underrepresented in skilled trades and professional industries.

**FY2024:** WEI exceeded its African American enrollment targets and completions for the fourth straight year. FY21-23 hourly wage targets were met or exceeded. FY2024 targets are still being calculated. ICCB engaged the system via professional development and training through the 2nd Annual WEI Symposium. The agency also established an ICCB-IDES data agreement to evaluate equitable earnings and employment outcomes of WEI participants.

FY 2025: Now in its fifth year of funding (FY24), the WEI model is proving to be a successful methodology for achieving outstanding enrollment, completion, and employment outcomes. The sixth year (FY25) NOFO is out for application. In addition to the metrics required of the program (e.g. 60% African American students served, 70% employer engagement, etc.), the agency intends to better embed Essential Skills into programming to provide the important skills necessary to obtain and keep employment and expand on partnerships that will enhance the WEI program.

FY2026: Continuation Year (only currently funded programs can apply) Funding will support programs operating from July 1, 2025, through September 30, 2026. This continuation effort seeks to sustain and expand progress made in creating short-term credential programs in high-demand sectors that lead to employment at or above 30% of the regional living wage or on an educational pathway to 30% above the regional living wage.

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**EQUITY PLANS:** Pursuant to P.A. 102-1046 (110 ILCS 205/9.16), requires all public institutions of higher education to develop an equity plan and implement practices that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups.

FY2025: In cooperation with IBHE, the agency released equity plan guidance and reviewed submitted equity plans for the 45 community colleges in the system during FY2025.

FY2026: For this subsequent year, the agencies released updated guidance that requires institutions to participate in activities related to their equity plans (e.g. Communities of Practice, Targeted Technical Assistance, etc.). This work is being closely coordinated with the Governor's education team via the Higher Education Futures Table.

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

FY2024: The ECACE scholarship saw more than 4500 recipients and nearly 60m provided in scholarship dollars. The ICCB and IBHE also published CDA implementation guidance, the Annual Report, Mid-Year Report and an Enrollment Brief (all available [here](#)). Additionally, the ICCB provided staffing support to the legislatively required Early Childhood Education Advisory Committee.

FY2025: ICCB continues to support ECACE through ongoing support of the Consortium and Advisory committee. A focus of the work has been on working with IBHE and ISAC to update the parameters of the ECACE Scholarship, due to the significant reduction in resources available. In addition, several workgroups have been established including one on the Scholarship and one focused on Credit for Prior Learning. In addition to this work, there have been two reports released, including the: [ECACE Second Annual Report](#) (Jointly published with IBHE), and the [ECACE Scholarship, FY24 Brief](#). The FY2024 report is scheduled to be ready for release this summer.

FY2026: ICCB shall continue to provide support to ECACE through both staffing of the Consortium and the Advisory Committee. For this year, the agencies, alongside the consortium are required to update their enrollment goals, so much of the focus will be on revisiting these targets. Additionally, the group will

continue to manage through the scholarship process and facilitate workgroups. Another key area of concern is the management of the knowledge base, i.e., figuring out where the archival documents will be housed. The preceding year's agreement is expiring. Resources have become very constrained in this programmatic area.

## **GOAL 2: SEAMLESS TRANSITION**

GOAL 2: To support a seamless transition for students into and through postsecondary education and the workforce by fostering the development of robust career pathways aligned to the needs of business and industry, strong engagement at all levels of the community college system, and with a focus on meeting students where they begin their educational journey, resulting in equitable access and outcomes for all students.

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**ADULT EDUCATION AND LITERACY.** Adult Education includes instruction in adult basic skills, High School Equivalency preparation, English as a second language, and Integrated Career and Academic Planning programs (ICAPS), which are hybrid adult education and credit CTE programs. The mission and vision of adult education is to provide every individual in Illinois access to Adult Education and Literacy services. In Illinois, more than 1.15 million adults have less than 12 grades of formal education, approximately 2.8 million Illinois residents speak a language other than English in their home. With these staggering statistics, it is important that services are available throughout Illinois that prepare adult learners to succeed. The agency currently distributes around 23 million in federal funds to the system, and 35 million in state funds, across various grants to 70 providers.

FY2024: The program served 60,129 students, across 70 funded programs (600 locations). These providers include 38 community colleges, nine K-12 school districts and Regional Offices of Education, two four-year higher education institutions, 20 community-based organizations (based mostly in the Chicago region of the state), and the Illinois Department of Corrections. This was a 13% increase from last year. 2018 was the last year adult education programs reached 60,000. Additionally, through the support of the agency's professional development network, a new Integrated Education & Training Model in Entrepreneurship was created. The operation of Workplace Literacy programs increased by 19% in FY2024.

FY2025: With a month left in the fiscal year, we have served 61,686 students (+18,587 since January), across 72 providers, just surpassing FY2024's enrollment.

FY2026: In addition to the good programmatic work done via this program agency staff will be collaborating with the adult education system and other national and state organizations to raise awareness of the detrimental impacts of President Donald Trump's fiscal year 2026 budget proposal outlining the elimination of the Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education state grants, the source of ICCB's federal funding. These would be catastrophic losses.

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**DUAL CREDIT.** "Dual credit" is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, earns both college credit and high school credit for the same course. Key elements include that the course must be college-level, aligned with the postsecondary curriculum, the instructor must meet minimum qualifications, and courses must be transcribed upon completion. Dual credit is governed by the Illinois Dual Credit Quality Act and ICCB Administrative Rules (Title 23, Part 1501.507).

FY2024: The FY2023 dual credit report is released in FY2024. During FY2023, 82,602 high school students enrolled in one or more community college dual credit courses, reflecting a 9.4 percent increase from the previous fiscal year and a 28.9 percent increase since fiscal year 2019. During the year, community colleges offered a total of 14,638 dual credit courses.

FY2025: The System recorded a total of 91,017 high school students enrolled in dual credit courses during fiscal year 2024. Annual dual credit enrollments increased 10.2 percent compared to the previous year (N = 82,602) and 31.3 percent compared to fiscal year 2020 (N = 69,299). This represents the largest enrollment ever reported for dual credit students in a single academic year. Additionally, the ICCB released 3million dollars in grants to colleges to support dual credit. These funds, while limited, enable the community college system to enhance and expand dual credit opportunities for underserved populations. All Illinois community colleges offer dual credit courses.

FY2026: The agency anticipates the passage of changes to the Dual Credit Quality Act that will clarify the right of first refusal for community colleges, the role of the ICCB in an appeals process, alongside significant data collection responsibilities around agreements between K12 and community colleges, and the staffing and administration of a newly formed collaborative committee of K12, community college, and union stakeholders to review and resolve potential challenges in dual credit. Additionally, as a part of the Funding Workgroup, dual credit costs on campus are likely to require engagement from the agency and Board. We also anticipate the continued growth of dual credit across the state.

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**DIRECT ADMISSIONS.** One Click College Admit is Illinois' direct admissions program that automatically offers eligible students' admission to participating public universities based solely on their GPA. This initiative removes traditional barriers such as application fees, essays, and letters of recommendation, making higher education more accessible to all students. Some of its key features include automatic admission where students receive direct admission offers based on their GPA, no application fees, and a simplified process, where students create a Common App account, input their GPA, and receive admission offers directly in their dashboard. Every student will also receive an offer from their local community college, on the same list as the university offers of admission.

FY2025: The ICCB has been an ongoing partner with the IBHE and ISAC on the implementation of the direct admissions system, in anticipation of the Direct Admissions law going into effect. Our priority has been to ensure that community colleges are viewed as equal, viable options for students when given choices about where they are admitted. To do this, the agency worked with the Common App on the implementation of an Early Adopter program. Via participation in broader Direct Admission implementation efforts, the ICCB has spearheaded bringing community colleges onto the Common APP application portal. Since the previous quarter, the initial cohort of four colleges has been increased to seven, with another about to join. The goal is to include all 45 community colleges.

FY2026: During this next fiscal year, the agency anticipates working with the colleges to bring them onto the Common App platform, ensuring they are viewed as viable first choice institutions, alongside Illinois' public universities as a part the Direct Admission program. Additionally, the agency will continue to work with ISAC and IBHE on data transfer agreements, including the collection of college data on transfer students. In FY2026, the program will be expanded to include community college transfer students, with Illinois being the first state in the nation to take this approach to direct admissions.

### **GOAL 3: WORKFORCE AND ECONOMIC DEVELOPMENT**

To contribute to economic and workforce development by supporting the Illinois community college system's effort to provide high-quality, dynamic workforce training opportunities that build essential skills for high-value work through apprenticeships, work-based learning opportunities, and competency-based instructional models that result in equitable economic mobility through increased credential attainment.

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**PIPELINE FOR THE ADVANCEMENT OF THE HEALTHCARE WORKFORCE (PATH).** The purpose of this project is to create, support, and expand the opportunities of individuals in the nursing pathway and select healthcare pathways to obtain credentials and degrees that allow them to advance.

FY2023: 15,578 students completed, meeting the goal of increasing program completions by 15%. 42% of completers were 25 and older and 45% of enrollees were first generation. Other outcomes include 27 newly developed healthcare programs and over 1000 employers engaged.

FY2024: A total of 25,055 students were enrolled in the PATH program at the end of Fiscal Year 2024, with 15,578 completers. Several apprenticeship programs in nursing and medical assisting were developed with support of grant funds.

FY2025: PATH is on track for meeting program goals for FY2025, with approximately 28,550 students enrolled (nearly 35,00 more than the previous year). Completion data will be available at the end of the Spring semester once data is submitted. The program also saw success with its Competency-based Education (CBE) Learning Community, which provided colleges with the knowledge and tools needed to develop CBE healthcare programs at their institutions. ICCB hosted four webinars with topics ranging from curriculum development processes and academic policies to CBE operations. The CBE Learning Community's culminating event is an in-person workshop at Parkland College on May 28, 2025.

FY2026: Given the timeframe of implementation and the length of time for student completion across some areas, FY2026 will be the first year we will be able to match employment data with PATH enrollees to measure employment outcomes for the project. Additionally, the program will expand its reach around CBE programs, enabling more programs to adopt and offer CBE options for healthcare.

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#### **REV UP EV! (ADVANCED MANUFACTURING AND ELECTRIC VEHICLE GRANTS).**

The purpose of this initiative is to create and expand electric vehicles and related advanced manufacturing programs across the community college system. Cumulatively, over 17million dollars has been released on this program since its inception.

FY2024: The agency awarded 25 grants- 6 capacity building and 19 development and implementation grants. The ICCB also contracted with the Illinois Green Economy Network to create the EV Network. Two industry collaborative meetings were held, one focused on EV charging and the other focused on heavy-duty EV. This collaboration also created training and certification opportunities for faculty in partnership with Joliet Junior College, Weber State College (Utah), and Otago Polytechnic (Australia). FY2025: The ICCB expects 28 new programs to be developed, with 1,700 students to complete a credential, and 350 employers engaged.

FY2025: As we close FY2025, Rev Up EV's upcoming Industry Collaborative will be held at TCCI Manufacturing's new Clean Energy Innovation Hub in Decatur on May 28, 2025. There will be an expert panel to share trends and innovations in heavy duty EV and a session on career pathways in Artificial Intelligence, Information Technology, and Cybersecurity for Automotive and EVs. The event will send a critical call to action to community college and employer partners that are tasked with building the foundation for a future-ready talent pipeline for electric vehicle scaling as the state moves toward meeting its clean energy goals. The ICCB will receive updated numbers in July, but as of January, 238 employers have been engaged in the process with 29 programs being developed. 1150 students were enrolled.

FY2026: The agency anticipates continued growth and interest in this program, particularly as we broaden the scope to ensure more opportunities for those colleges engaged in Advanced Manufacturing programs.

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**NONCREDIT WORKFORCE TRAINING GRANT INITIATIVE.** This initiative is a \$5 million grant that enables the system to increase investment in immediate, short-term workforce solutions that position individuals for career growth and that support companies with upskilling and other workforce needs through customized training and employer services. Colleges prioritize small businesses as well as women or minority-owned businesses.

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FY2025: The first round of this program was completed this Spring. Preliminary outcomes included over 1,600 training opportunities to over 8,764 individuals. Nearly 32% of those trained received manufacturing-related training. 14% of trainees were for healthcare-related careers. Nearly 450 small-to-medium sized employers (500 or less employees) received services and trainings. 4 million impressions, over 12,000 clicks, and 421 new leads were generated through the Behind Every Employer campaign, creating employer partnerships and broadening awareness of noncredit program offerings and business solutions offered by community colleges.

FY2026: In its next iteration, the project aims to increase the number of small-to-medium sized employers that receive services and to continue offering robust training activities throughout the system.

Illinois Community College Board

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

- Call to Order
- Non-Credit Grant Outcomes (Whitney Thompson)
- Developmental Education Report Act (DERA) - (Dr. Marcus Brown)
- New Units of Instruction (Dr. Marcus Brown)
- Next Meeting Topics
- Other
- Adjourn (Chair Mara Botman)



Illinois Community College Board

**FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE**

- Marketing & Communications Update
  - 60<sup>th</sup> Anniversary of Community College System
  - State Fair
- Richland Community College Focused Recognition Report
- ICCB 2024 Dual Credit Report
- Authorization to Enter into Contracts and Transfer Funds Among Lines
- Update to ICCB Financial Management Manual
- Proposed Amendments to Administrative Rules
- Spring 2025 Legislative Update (report to full board)
- FY 25 Budget Update (report to full board)

Illinois Community College Board

**LEGISLATIVE AND FISCAL YEAR 2026 BUDGET**

Jennifer Franklin, Deputy Director for Finance and Operations, will provide a presentation during the board meeting that highlights the fiscal year 2026 budget for higher education.

Matt Berry will provide a presentation on significant higher education legislation adopted during the Spring 2025 session.

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**

**College of DuPage**

- Advanced Horticultural Therapy Certificate (43 credit hours)

**Harper College**

- Artificial Intelligence and Cloud Computing A.A.S. degree (60 credit hours)

**Lewis & Clark Community College**

- Practical Nursing Certificate (34 credit hours)

**McHenry County College**

- Diagnostic Medical Sonography A.A.S. degree (68 credit hours)

**Morton College**

- Digital Art and Design A.A.S. degree (60 credit hours)

**Rend Lake College**

- Agricultural Technology A.A.S. degree (64 credit hours)

**Southeastern Illinois College**

- Medical Assistant Certificate (38 credit hours)

**Southwestern Illinois College**

- Aviation Electronics Technology A.A.S. degree (60 credit hours)

**Triton College**

- Cosmetology Certificate (50 credit hours)

## BACKGROUND

### College of DuPage **Advanced Horticultural Therapy Certificate (43 credit hours)**

**Program Purpose:** This program will prepare individuals for entry-level employment, advancement opportunities for existing professionals, and/or entrepreneurial opportunities in the area of non-traditional therapeutic services, such as horticultural therapy.

**Catalog Description:** The Advanced Horticultural Therapy Certificate program builds upon the existing Horticultural Therapy Certificate program and is tailored to students seeking to deepen their expertise and professional reach in the specialized field of horticulture therapy. The program offers an in-depth exploration of the multidisciplinary areas in which registered horticultural therapists are required to demonstrate proficiency. Specifically, students will gain essential knowledge in horticulture and the human sciences, while continuing to hone their expertise and skill in horticultural therapy. This program features an internship component, offering hands-on learning and professional skill development in one or more supervised horticultural therapy settings. The program emphasizes refinement of skills and effective interdisciplinary collaboration across healthcare, rehabilitation, educational, and community settings, preparing graduates to lead, contribute, and innovate in the growing field of horticultural therapy.

**Curricular Information:** The certificate curriculum includes 12 credit hours in required psychology and interpersonal dynamics coursework, and 31 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory horticulture, introductory horticultural therapy, plant propagation, plant pathology, introductory and advanced horticultural therapy programming and techniques, horticultural therapy management, and a required work-based learning experience in horticulture therapy. The curriculum was developed according to guidelines established by the American Horticultural Therapy Association (AHTA) and will prepare graduates for professional credentialing as a Registered Horticultural Therapist. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experiences by program faculty and worksite supervisors.

**Accrediting Information:** College of DuPage is accredited by the Higher Learning Commission. The college plans to seek optional program accreditation through the American Horticultural Therapy Association (AHTA) once all required state approvals have been granted. Courses related to the proposed program have been submitted and reviewed by AHTA for meeting the guidelines for professional registration. Ascertaining AHTA accreditation will provide students the opportunity for professional credentialing.

**Justification for Credit hours required:** The proposed program exceeds 30 credit hours to meet the guidelines for program accreditation and professional credentialing for students. This includes seven (7) credit hours of work-based learning and 12 credit hours of general education coursework in psychology and interpersonal dynamics required by AHTA.

**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 within the horticulture and therapeutic services field, including opportunities to work with elderly, veterans, and terminally ill audiences.

**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 counselors and therapists is expected to increase statewide by around 8% through the year 2032. The proposed Advanced Certificate provides an educational ladder opportunity for students and graduates of the college's existing Horticultural Therapy Certificate and articulates towards the college's existing Horticulture A.A.S. degree.

*Table 1: Employer Partners*

Employer	Location
Central DuPage Hospital	Winfield, IL
DuPage County Convalescent Center	Wheaton, IL
Edwards Hospital	Naperville, IL
Beacon Hill	Lombard, IL
Morton Arboretum	Lisle, IL
Cantigny Gardens	Winfield, IL
DuPage County Correctional Facility	Wheaton, IL
Allied Health Therapy	Glen Ellyn, IL
Duly Heath and Care	Naperville, IL
Chicago Botanic Garden	Glencoe, IL
Stone Hill Garden	St. Charles, IL
Elmhurst Hospital	Elmhurst, IL
DuPage County Health Department	Wheaton, IL
Linden Oaks Behavioral Health at Naperville	Naperville, IL
Rogers Behavioral Health	Hinsdale, IL
Associates in Behavioral Healthcare Adult Program	Roselle, IL
Amita Health Adventist Hinsdale Behavioral Health	Hinsdale, IL
Hinsdale Hospital Outpatient Behavioral Health Services Adventist	Hinsdale, IL
Glenoaks Hospital Behavioral Health Services	Glendale Hts, IL
Adolescent Growth	Lombard, IL
We Grow Dreams	West Chicago, IL
Advocate Good Samaritan Hospital Center for Mental Health	Downers Grove, IL
Evangelical Child and Family Agency	Wheaton, IL
Linden Oaks Behavioral Health at Edward Elmhurst Healthcare	Elmhurst, IL

*Table 2: Projected Enrollments*

Adv Horticultural Therapy Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	0	20	30
Part-Time Enrollments:	0	20	30
Completions:	-	10	20

**Financial / Budgetary Information:** The program will require four (4) existing full-time and one (1) existing part-time faculty the first year. One (1) new full-time faculty will be added during the second year of the program. Qualified faculty will hold at least some combination of an Associates degree in Horticulture and/or a Bachelors degree in a related Therapeutic discipline with AHTA registration; have at least three (3) years work experience as a horticultural therapist, and one (1) 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	\$19,664	\$23,351	\$30,267
Administrator Costs	-	-	-
Other Personnel costs (Lab Assistant)	\$5,000	\$5,000	\$5,000

Equipment Costs	-	-	-
Library/LRC Costs	\$500	\$500	\$500
Facility Costs	-	-	-
Other (Lab supplies/Consumables)	\$5,000	\$5,000	\$5,000
<b>TOTAL NEW COSTS</b>	<b>\$30,164</b>	<b>\$33,851</b>	<b>\$40,767</b>

*Table 4: Faculty Requirements*

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

### Harper College

#### **Artificial Intelligence and Cloud Computing A.A.S. degree (60 credit hours)**

**Program Purpose:** The program will prepare individuals for entry-level employment and advancement opportunities using Artificial Intelligence (AI) and Cloud Computing technology and skills in a variety of settings.

**Catalog Description:** The 60-credit hour Artificial Intelligence (AI) and Cloud Computing degree program prepares the graduate with a strong foundation in applied Artificial Intelligence, Machine learning, and Cloud concepts, techniques and applications. Artificial Intelligence is perceiving, synthesizing, and inferring information demonstrated by machines as opposed to intelligence displayed by human beings. Cloud computing is the on-demand availability of computer system resources, especially data storage (cloud storage) and computing power without direct management by the user. Upon successful completion of the program, students will be prepared for jobs in the AI and Cloud sectors.

**Curricular Information:** The curriculum requires 15 credit hours of general education coursework, and 45 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introductory artificial intelligence, information technology fundamentals, Python programming for AI, introductory machine learning, introductory generative AI, applications of AI, natural language processing, data-centric AI, AI for computer vision, computer networking, cybersecurity fundamentals, IT project management, fundamentals of Azure, Amazon Web Service/Cloud AI, careers in AI/Machine learning/Cloud computing, and a required AI Capstone project. Assessment of student learning will be achieved through evaluation of the student's performance on the capstone project, which incorporates experiential/work-based learning experiences through a real-world project associated with a local industry partner.

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

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

**Diversity, Equity & Inclusion Efforts:** Harper 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, with a particular focus on females and students in the district's Latinx and Black communities. Harper College further provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. 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 individuals who use artificial intelligence and cloud computing.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in additional educational programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of related information technology occupation is expected to increase by around 7.2% statewide through 2032. The proposed program is an outgrowth of the Strengthening Community Colleges (SCC3) Training Grant and seeks to increase representation of women in IT programs. This grant supports the development of programs in emerging technologies.

*Table 1: Employer Partners*

<b>Employers</b>	<b>Location</b>
Wipro	Chicago Metro/Suburban Locations, IL
ISECOM	Chicago Metro/Suburban Locations, IL
CyberFortify Consulting, LLC	Streamwood, IL
Vistex	Hoffman Estates, IL
HALOCK Security Labs	Schaumburg, IL
Kraft Heinz	Chicago Metro/Suburban Locations, IL

*Table 2: Projected Enrollments*

<b>AI &amp; Cloud Computing A.A.S.</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	10	20	30
Completions:	0	4	15

**Financial / Budgetary Information:** One (1) new full-time and four (4) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least a Bachelors degree in AI, Cloud Computing or closely related field, hold AI Credentials such as CAIS (Customer and Account Information Systems) Certified AI Scientist or ARTiBA (AI Board of America) AI Engineer, at least one (1) year of work experience, and one (1) year of teaching experience preferred. This program will be fiscally supported through the SCC3 Training Grant, and student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$70,200	\$168,000	\$196,440
Administrator Costs	\$27,200	\$28,696	\$30,274
Other Personnel Costs (Prog Coord)	\$90,000	\$93,000	\$96,000
Equipment Costs	\$50,000	\$25,750	\$51,525
Library/LRC Costs	\$5,000	\$2,000	\$1,500
Facility Costs	0	0	0
Other	0	0	0
<b>TOTAL NEW COSTS</b>	<b>\$242,400</b>	<b>\$317,446</b>	<b>\$375,739</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<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	1	4	0	1	0	1
Existing Faculty	0	0	1	4	1	5

**Lewis & Clark Community College**  
**Practical Nursing Certificate (34 credit hours)**

**Program Purpose:** This program will prepare students for entry-level employment as practical nurses in a variety of healthcare settings.

**Catalog Description:** Lewis & Clark Community College Practical Nurse Certificate program graduates will learn basic nursing skills required to provide safe, effective care and achieve positive patient outcomes. Practical Nurses are an essential part of the healthcare team and provide care under the guidance and supervision of physicians and registered nurses. Employment opportunities include hospitals, clinics, home health, medical offices, public health, long term care, and more. In just three semesters graduates can join the healthcare workforce and make a difference in the lives of others. Practical nursing program nursing students complete coursework and clinical experiences developed to prepare them to successfully complete the Practical Nurse National Licensure Exam (NLCEX-PN).

**Curricular Information:** The program requires seven (7) credit hours of required general education coursework and 27 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, transitioning for practical nursing, fundamentals of practical nursing, pharmacology for practical nursing, family-centered nursing, mental health nursing, and medical surgical nursing. This includes 384 clinical contact hours in various practice settings. The curriculum was developed according to requirements outlined in the Illinois Nurse Practice Act and the Accreditation Commission for Education in Nursing (ACEN). The program will prepare individuals for taking the National Council Licensure Exam for Practical Nurses (NCLEX-PN), which is required for licensure to work in Illinois. Assessment of student learning in the proposed program will be achieved through evaluation of the student's performance during their clinical experiences by program faculty.

**Accrediting Information:** Lewis & Clark Community College is accredited by the Higher Learning Commission. The college plans to seek ACEN accreditation once all state approvals have been granted. ACEN accreditation is not required for students to take the NCLEX-PN credentialing exam.

**Justification for Credit hours required:** The proposed program exceeds 30 credit hours by four (4) credit hours to include the required general education coursework that supports the required career and technical coursework. Further, the program total reflects the required clinical contact hours to prepare students for credentialing and for the program to meet accreditation requirements.

**Diversity, Equity & Inclusion Efforts:** LCCC 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 improving promotion of the Student Success Center, utilizing Bridge to College grant funds to assist underrepresented groups entering college, utilizing the newly established Faculty/Staff to Student Mentor program, and specific to the proposed program building relationships with local employers to promote the program. Further the college employs "intrusive advising", whereas faculty members update advisors on students' progress at the 25% and 50% marks in the course. Students having difficulty are then contacted by the advisors and assisted in finding resources to support their success. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, 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 practical nurses.

**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 “practical nurses” is expected to increase around 2.7% statewide through 2032, and regionally by 3.2% through 2034. Further, the proposed Practical Nursing Certificate will provide an educational ladder opportunity for the college’s Nursing Assistant Certificate students and graduates, as well as a pathway towards their Associates Degree in Nursing.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Meridian Village	Glen Carbon, IL
BJC Healthcare/Alton Memorial Hospital	Alton, IL
SSM Healthcare	St. Louis, MO
Mercy Health/Mercy Hospital	St. Louis, MO

*Table 2: Projected Enrollments*

<b>Practical Nursing Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	10	20	20
Part-Time Enrollments:	5	10	10
Completions:	-	10	15

**Financial / Budgetary Information:** The program will require four (4) existing full-time faculty and two (2) new part-time faculty the first year. Qualified faculty will hold at least a Masters degree in Nursing, hold a current Registered Nurses’ License in Illinois, have at least two (2) years work experience, and at least two (2) years teaching experience. The program will share resources with existing Nursing programs and otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$10,000	\$18,000	\$25,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$10,000</b>	<b>\$18,000</b>	<b>\$25,000</b>

*Table 4: Faculty Requirements*

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

**McHenry County College**  
**Diagnostic Medical Sonography A.A.S. degree (68 credit hours)**

**Program Purpose:** The program will prepare individuals for employment as registered diagnostic medical sonographers in a variety of healthcare settings.

**Catalog Description:** The Diagnostic Medical Imaging in Sonography (DMS) program is designed to prepare students to function as a professional diagnostic medical sonographer in various healthcare settings, including hospitals, nursing homes, and clinics. Diagnostic medical sonographers perform sonography exams and procedures, including evaluation of internal body organs with sonography imaging, assisting Radiologists with biopsies, and providing valuable information and feedback for the Radiologist’s interpretation. Students will participate in classroom, lab, simulation, and clinical practice in this this full-time programs.

**Curricular Information:** The curriculum requires 22 credit hours of required general education coursework, 37 credit hours of career and technical education coursework, and nine (9) credit hours in diagnostic medical sonography clinical practice. This excludes eight (8) credit hours of general education pre-requisite coursework in biology, and anatomy and physiology. Career and technical coursework includes instruction in medical terminology, introductory sonography, patient care skills, introductory and advanced levels of abdominal sonography, cross-sectional anatomy for diagnostic imaging, introductory and advanced levels of sonographic physics and instrumentation, introductory and advanced levels of obstetrics and gynecology sonography, introductory and advanced levels of vascular sonography, sonography of superficial structures, professional issues in diagnostic medical sonography, and three (3) levels of diagnostic medical sonography clinical practice. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS) to prepare graduates for necessary credentialing as a Registered Diagnostic Medical Sonography (RDMS) through the American Registry of Diagnostic Medical Sonography (ARDMS) or for the national certification exam in diagnostic medical sonography through the American Registry of Radiologic Technologists (ARRT). Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience and through a practice registration exam.

**Justification for Credit hours required for the degree:** Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the CAAHEP JRC-DMS and for students to earn credentialing through the ARDMS. The curriculum requires eight (8) credit hours of pre-requisite coursework in biology, and human anatomy and physiology before beginning sonography coursework.

**Accrediting Information:** McHenry County College is accredited by the Higher Learning Commission. The program must be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS). The college will apply for accreditation once one full class of students has completed. Students are eligible to sit for the Registered Radiologic Technician (RRT) credentialing exam through the ARRT (American Registry of Radiologic Technologists) upon completion of the program. Once accredited, students may also sit for the RDMS (Registered Diagnostic Medical Sonography) exam through the American Registry of Diagnostic Medical Sonographers (ARDMS).

**Diversity, Equity & Inclusion Efforts:** McHenry County 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. MCC provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. 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 recently hired an Associate Vice President of DEI to oversee the consistent management of related programs and services to students, faculty, and administration. 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 diagnostic medical sonography professionals.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "diagnostic medical sonographers" is expected to increase by 10.9% Statewide through 2032.

*Table 1: Employer Partners*

<b>Employers</b>	<b>Location</b>
Northwestern Medicine	McHenry, IL
Northwestern Medicine	Huntley, IL
Mercyhealth	Crystal Lake, IL
Advocate Good Shepherd	Barrington, IL
Advocate Condell Medical Center	Libertyville, IL

*Table 2: Projected Enrollments*

<b>DMS A.A.S. degree</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	12	24	24
Part-Time Enrollments:	0	0	0
Completions:	0	12	12

**Financial / Budgetary Information:** Two (2) new full-time faculty will be necessary to implement the program. Qualified faculty will hold at least a Bachelor's degree in Diagnostic Medical Sonography from an accredited program; hold a current RDMS credential, at least four (4) years of work experience as a diagnostic medical sonographer, and two (2) years teaching experience preferred. Facilities are being renovated and equipped to provide a clinical workspace that will provide students a modern clinical work-based learning experience, and to meet program accreditation requirements. Costs associated with implementation relate to equipment purchases, faculty/administration and accreditation expenditures. The program will be supported utilizing institutional funds and through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$170,000	\$195,000	\$195,000
Administrator Costs	\$10,000	\$10,000	\$10,000
Other Personnel Costs	0	0	0
Equipment Costs	\$300,000	\$15,000	\$15,000
Library/LRC Costs	0	0	0
Facility Costs*	\$300,000	0	0
Other (Accreditation fees)	\$10,000	\$2,700	\$2,700
<b>TOTAL NEW COSTS</b>	<b>\$790,000</b>	<b>\$222,700</b>	<b>\$222,700</b>

*Table 4: Faculty Requirements*

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

**Morton College**  
**Digital Art and Design A.A.S. degree (60 credit hours)**

**Program Purpose:** The program will prepare individuals for entry-level employment in graphic design with employers who utilize graphic design skills such as graphic design studios, advertising agencies, and marketing agencies.

**Catalog Description:** This curriculum provides preparation for entry-level positions in the field of graphic design and visual communications, or for further studies at the baccalaureate level. The program focuses on conceptualization and realization of visual communications through project-based exploration based on the formal foundations of art and design, typography, image-making, and critical thinking.

**Curricular Information:** The curriculum requires 15 credit hours of general education coursework, 39 credit hours of required career and technical education coursework, and six (6) credit hours of related technical electives.

Coursework includes instruction in drawing, 2D and 3D fundamentals, digital photography, introductory digital art, art history, introductory and advanced levels of graphic design, typography, digital illustration, print and digital production, digital media design, and a required work-based learning experience in graphic design. Assessment of student learning will be achieved through evaluation of the student's performance on a comprehensive capstone assignment and their work-based learning experience by program faculty and their work-site supervisor.

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

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

**Diversity, Equity & Inclusion Efforts:** Morton 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. As a Hispanic Serving Institution (HSI), Morton College is committed to eliminating institutional advancement gaps for low-income, first-generation Latino students. Targeted efforts include identifying financial barriers that hinder enrollment and completion, and redesigning course offerings to allow for flexibility among students. Student academic support services include academic support and tutoring, success coaching, career coaching, accessibility services, veteran-focused services, and the TRIO 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 internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of graphic art and design professionals.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in additional educational programs in this field of study beyond the traditional Associate of Arts (A.A.) degree. According to the Illinois Department of Employment Security (IDES), growth in the employment of graphic design occupations is expected to increase by about 2% statewide through 2032.

*Table 1: Employer Partners*

Employers	Location
Morton West High School	Berwyn, IL
Morton East High School	Cicero, IL
Type Case Marketing Resource	Riverside, IL
Sabine Krauss Design	Berwyn, IL

*Table 2: Projected Enrollments*

Digital Art & Design A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	8	12	12
Completions:	0	8	10

**Financial / Budgetary Information:** One (1) existing full-time faculty and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Bachelors degree in Graphic Design or closely related field, at least three (3) years of work experience, and two (2) years teaching experience preferred. This program will be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$20,702	\$20,702
Administrator Costs	0	0	0
Other Personnel Costs (Student Aide)	0	\$4,800	\$4,800
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs	0	0	0
Other	0	0	0
<b>TOTAL NEW COSTS</b>	<b>\$0</b>	<b>\$25,502</b>	<b>\$25,502</b>

*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	1	0	0
Existing Faculty	1	0	1	0	1	1

**Rend Lake College**  
**Agricultural Technology A.A.S. degree (64 credit hours)**

**Program Purpose:** The program will prepare individuals for entry-level employment with employers who sell, install, maintain and repair equipment and technology used in agricultural services.

**Catalog Description:** This program is designed to meet the changing needs of the agricultural community. Students will gain valuable experience with equipment that is on the cutting edge of the ag industry (including GPS and machine guidance, variable rate technologies, drones, and autonomous solutions) as well as how this technology works. Students who complete this program will be well prepared to enter the workforce for equipment dealerships, ag service providers, seed/fertilizer companies, and many other sectors of the ag industry.

**Curricular Information:** The curriculum requires 15 credit hours of general education coursework, and 49 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in soil science, crop science, agricultural economics, agricultural chemicals, agriculture technologies, auto applications in agriculture, agricultural technology software applications, circuit fundamentals and digital logic, field calibration of equipment, applicator equipment operations, field computer systems, agricultural retail sales, introductory digital farm management, farm data management and analytics, and a required work-based learning experience in agricultural technology. Assessment of student learning will be achieved through evaluation of the student's performance during their work-based learning experience by program faculty and their work-site supervisor.

**Justification for Credit hours required:** The proposed curriculum exceeds 60 credit hours by four (4) credit hours to include a required work-based learning experience. This experience was highly recommended by the Program Advisory Committee and has proven valuable in student success after program completion.

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

**Diversity, Equity & Inclusion Efforts:** Rend Lake College is committed to providing innovating learning opportunities that enhance the quality of life for all students across the communities within their district. Equity strategies that that address access and support for students regardless of race, socioeconomic status, or educational status focus on local underserved populations. The college regularly promotes programs and services through RLC Enhancement Center and CTE Success Center.

The college utilizes RL-Cares, a team of professionals trained to assist students in overcoming potential and existing barriers by working with them one-on-one, to identify needs and resources to help them succeed. Faculty are trained to monitor student progress through dedicated advising and an Early Alert system. 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 agriculture field.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in additional educational programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of occupations related to agricultural technology and equipment is expected to increase by between 6.7-9.4% statewide through 2032.

*Table 1: Employer Partners*

<b>Employers</b>	<b>Location</b>
Sygenta	Highland, IL
Sydenstricker Nobbe Partners – John Deere	Steeleville, IL
Reichmann Brothers – John Deere	Centralia, IL
Nutrien Southern Division	Flora, IL
Precision Planting	Tremont, IL

*Table 2: Projected Enrollments*

<b>Agricultural Tech A.A.S.</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	7	12	15
Part-Time Enrollments:	-	-	-
Completions:	0	9	11

**Financial / Budgetary Information:** One (1) existing full-time faculty and one (1) existing part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Masters degree in Agriculture or closely related field, at least two (2) years of work experience, and one (1) year teaching experience preferred. This program will be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$8,000	\$8,000	\$8,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs	0	0	0
Other	0	0	0
<b>TOTAL NEW COSTS</b>	<b>\$8,000</b>	<b>\$8,000</b>	<b>\$8,000</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<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	1	1	1	1	1

**Southeastern Illinois College**  
**Medical Assistant Certificate (38 credit hours)**

**Program Purpose:** This program will prepare students for entry-level employment as medical assistants in a variety of healthcare settings such as hospitals, clinics, or doctor's offices.

**Catalog Description:** The Medical Assistant Certificate is a three-semester 38-credit hour certificate that prepares students for entry-level work in a hospital, clinic, or a combined workplace setting. The certificate focuses on medical terminology, medical calculations, interpersonal communication, certified nursing aide (CNA), vaccinations, medications, professionalism, and an internship. The Medical Assistant Certificate is designed with industry-based needs in mind and is designed to meet the needs of individuals that want to enter the healthcare workforce as a CNA, CMA (Certified Medical Assistant), and/or dual roles. Students will have the opportunity to participate in hand-on skills labs and an internship during their coursework. Students will be eligible to sit for both certification exams (CNA and CMA) upon completion of the program.

**Curricular Information:** The program requires nine (9) credit hours of required general education coursework and 29 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, medical calculations, phlebotomy, nursing assistant training, basic life support/CPR, and required work-based learning in phlebotomy, medical assisting, and nurse assisting. The curriculum was developed according to requirements outlined by the American Association of Medical Assistants (AAMA) and the Illinois Department of Public Health (IDPH). The program will prepare individuals for taking two credentialing exams: the Certified Medical Assistant (CMA) through the AAMA and the Certified Nursing Assistant (CNA) through IDPH. Assessment of student learning in the proposed program will be achieved through evaluation of the student's performance during their work-based learning experiences by program faculty and worksite supervisor.

**Accrediting Information:** Southeastern Illinois College is accredited by the Higher Learning Commission. No further specialized accreditation is required by the AAMA for students to sit for the CMA exam. The college's training site is currently IDPH-approved for nursing assistant training and CNA eligibility.

**Justification for Credit hours required:** The proposed program exceeds 30 credit hours by eight (8) credit hours to include the required general education coursework that supports the required career and technical coursework. Further, the program total reflects the required clinical contact hours to prepare students for credentialing.

**Diversity, Equity & Inclusion Efforts:** Southeastern Illinois 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. Efforts include offering professional tutoring, the TRIO and Upward Bound Student Support Services programs. The college was recently awarded a Title III-Part A: Strengthening Institutions Grant to expand its capacity to serve low-income students. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, 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 medical assistants.

**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 assistants" is expected to increase around 10.7% and for "nursing assistants" around 2.1% statewide through 2032. The proposed curriculum will provide an opportunity for students to achieve credentialing in both CNA and CMA concurrently with financial aid eligibility.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Ferrell Hospital/Clinic-Deaconess Affiliate	Eldorado, IL
Harrisburg Medical Center/Clinic	Harrisburg, IL

*Table 2: Projected Enrollments*

<b>Medical Assistant Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	6	12	12
Part-Time Enrollments:	2	4	4
Completions:	8	16	16

**Financial / Budgetary Information:** The program will require eight (8) existing part-time faculty and one (1) new part-time faculty the first year. Qualified faculty for the medical assistant training will hold at least an Associates degree in Medical Assisting, a current Medical Assistant credential (i.e. CMA), have at least two (2) years work experience as a medical assistant, and at least one (1) year teaching experience. Qualified faculty for the nursing assistant training will hold at least a Bachelors degree in Nursing, hold a current Registered Nurses' License in Illinois, have at least two (2) years work experience, and at least one (1) year teaching experience. The program will share resources with existing Nursing programs and otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$19,570	\$39,140	\$39,140
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Consumables)	\$2,000	\$2,000	\$2,000
<b>TOTAL NEW COSTS</b>	<b>\$21,570</b>	<b>\$41,140</b>	<b>\$41,140</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<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	1	0	0	0	0
Existing Faculty	0	8	0	9	0	9

**Southwestern Illinois College**  
**Aviation Electronics Technology A.A.S. degree (60 credit hours)**

**Program Purpose:** This program will prepare students with training in aviation electronics technology, also known as avionics technology, to install, maintain, troubleshoot, and repair communication and navigation equipment used in private and commercial aircraft.

**Catalog Description:** The Aviation Electronics Technology (Avionics) program provides the student with the ability to obtain industry standard training to become an Aviation Electronics Technician. This aviation electronics portion of the curriculum is offered over two 10-week and three 8-week sessions. After completion of the general education component students will be awarded the A.A.S. degree. These courses may be completed before, after or concurrently with career and technical courses. Graduates of this program can choose to complete the Aviation Electronics Technician (AET) Testing Certifications that provide a recognized level of industry competency and capability.

**Curricular Information:** The curriculum includes 15 credit hours of required general education coursework and 45 credit hours of career and technical education coursework.



The career and technical component includes instruction in human factors in aviation, introductory AC (alternating current) maintenance practices, introductory AC electricity and electronics, math for electronics, aircraft/avionics electrical power, avionics installation/harness manufacturing, avionics installation techniques, VHF navigation and communication equipment, communication/navigation installation, aircraft transponder/automated dependent surveillance-broadcast systems, pilot static systems, and installation of global positioning systems/electronic flight information displays. Assessment of student learning will be achieved through evaluation of the student's performance on the required capstone project during the final semester. The program was developed according to both Federal Aviation Administration (FAA) regulations and guidelines established by the National Center for Aircraft Technician Training (NCATT). Graduates will be prepared for optional credentialing through the NCATT for their Aviation Electronics Technician (AET) and the Aviation Electronics Installation Technician (AEIT) credentials.

**Accrediting Information:** Southwestern Illinois College is accredited by the Higher Learning Commission. While no formalized accreditation is required, programs must follow the standards/guidelines of the FAA (FAR/CFR Part 43), and NCATT in order for students to sit for their related credentialing exams.

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

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

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for avionics technology specialists is expected to increase around 3.7% statewide through 2032, and around 4.2% regionally through 2033.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
West Star Aviation	Bethalto, IL
Gulfstream Aviation (General Dynamics)	Cahokia, IL
Aviation Materials & Tech Support (AVMATs)	Chesterfield, MO
Duncan Aviation	Chesterfield, MO

*Table 2: Projected Enrollments*

<b>Aviation Electronics Tech Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	10	13	16
Part-Time Enrollments:	-	-	-
Completions:	-	5	10

**Financial / Budgetary Information:** The program will require one (1) new full-time faculty the first year, and one (1) additional part-time faculty in the second year. Qualified faculty will hold at least an Associate's degree in Aviation Electronics/Avionics Technology, hold current AET/AEIT certification or FCC General Radio Operators license, have at least two (2) years work experience, and some teaching experience preferred. The program will be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	First Year	Second Year	Third Year
Faculty Costs	\$75,000	\$117,000	\$122,850
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$55,000	\$15,000	\$15,000
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$130,000</b>	<b>\$132,000</b>	<b>\$137,850</b>

*Table 4: Faculty Requirements*

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

**Triton College**  
**Cosmetology Certificate (50 credit hours)**

**Program Purpose:** This program will prepare individuals for required state licensure, entry-level employment, and advancement opportunities, as cosmetologists.

**Catalog Description:** The Cosmetology Certificate offers students a comprehensive education in the art and science of cosmetology. Students will have the opportunity to gain skills in haircutting, styling, chemical services, facial hair, facial massage, design, and salon management. In addition, the Cosmetology Certificate requires 50 credit hours, equivalent to the 1500 clock hours required by the Illinois Department of Financial and Professional Regulation. Upon successful completion of the program, students will be eligible to apply for the Illinois Licensed Cosmetology examination.

**Curricular Information:** The certificate curriculum includes coursework in fundamentals of cosmetology, basic through advanced levels of hair styling, basic through advanced levels of thermal hair styling, basic through advanced levels of haircutting, basic through advanced levels of chemical services, salon safety and operations, salon management, basic and intermediate levels of esthetics and nail technology, license preparation, and a required work-based experience in the hair salon/clinic. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Cosmetology Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR). Assessment of student learning will be achieved through evaluation of the student's performance during the advanced levels of the cosmetology and related courses and during their work-based learning experience in the college's hair salon/clinic by program faculty, including a licensed cosmetology-instructor.

**Accrediting Information:** Triton College is accredited by the Higher Learning Commission. Cosmetology programs must be approved by Illinois Department of Financial and Professional Regulation (IDFPR) in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology,

Esthetics, Hair Braiding, and Nail Technology Act. The proposed curriculum has been developed according to these requirements.

**Justification for Credit hours required:** According to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.530 Cosmetologist Curriculum Requirements, cosmetology curriculum in the State of Illinois must include a minimum of 50 credit hours in cosmetology content and include a minimum of 1,500 hours of study over a period of nine (9) months or longer. The proposed certificate meets these requirements.

**Diversity, Equity & Inclusion Efforts:** Triton College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups 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, Spanish, and Polish. TRIO, Triumph, and Surge programs 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 within the cosmetology field.

**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 cosmetology is expected to increase statewide between 3.6-7% through the year 2032.

*Table 1: Employer Partners*

Employer	Location
Skippers Clippers	Bellwood, IL
Hair Professionals Career College	Palos Hills, IL
Champions Beauty Barber University	Plainfield, IL
Kortex Academy	Chicago, IL
Pivot Point/Wahl, Inc.	Chicago, IL

*Table 2: Projected Enrollments*

Cosmetology Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	4	8	12
Part-Time Enrollments:	12	12	12
Completions:	-	10	16

**Financial / Budgetary Information:** The program will require two (2) existing part-time faculty the first year. One (1) new full-time faculty will be added during the second year of the program. Qualified faculty will hold a current professional license in cosmetology instruction, hold a current Illinois Cosmetology License, have at least three (3) years work experience as a cosmetologist and one (1) year teaching experience. The program will be supported fiscally through the Taking Back the Trades Grant (remodeling and equipment), as well as student tuition and fees.

*Table 3: Financial Information*

	First Year	Second Year	Third Year
Faculty Costs	\$55,000	\$75,000	-
Administrator Costs	\$1,000	\$1,000	\$1,000
Other Personnel costs (Salon Mgr)	-	-	\$35,000

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Equipment Costs	\$50,000	\$50,000	\$50,000
Library/LRC Costs	-	-	-
Facility Costs (Remodeling)	\$2,500,000	\$100,000	\$30,000
Other	-	-	-
<b>TOTAL NEW COSTS</b>	<b>\$2,606,000</b>	<b>\$226,000</b>	<b>\$116,000</b>

*Table 4: Faculty Requirements*

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

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD  
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Harper College and Morton 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 2024, Harper College and Morton 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:

Harper College, District 512  
Morton College, District 527

## **BACKGROUND**

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards.

All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

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

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

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

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



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# RECOGNITION REPORT

## HARPER COLLEGE

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***June 2025***

**Illinois Community College Board  
Recognition Report  
For Harper College  
June 2025**

**Introduction**

During fiscal year 2023-24, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Harper College, District 512. 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 Harper 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 Harper College's 2023-2024 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 were identified.

**Compliance Recommendation:** None.

#### 2. Articulation

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

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 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 reviews programs through its Curriculum Committee processes, part of its shared governance structure. The college does offer an Emergency Medical Services program in collaboration with Northwest Community Hospital. It maintains academic control through curricular approval, course offerings, and control of program requirements such as assessment of student learning. The college noted that the Higher Learning Commission (HLC) has also conducted a site visit and approval related to the program.

Additionally, the college reviewed its processes related to dual credit. All courses maintain the same prerequisite structure, required instructor credentials, learning outcomes, and standardized assessments.

The college has a process for maintaining instructor credentials through its Human Resources Office and affirms faculty qualifications set by ICCB and the HLC. In addition, admission, course placement, and graduation requirements are in place and policies governing enrollment have been identified. The college has reviewed placement requirements and has incorporated standards related to multiple measures placement as indicated in the Developmental Education Reform Act. The college offers a number of degree and certificate programs that go through an annual assessment of student learning outcomes and review. Faculty also assist in the review of graduation requirements to ensure compliance with general education requirements and program learning outcomes while minimizing the number of credit hours required for completion.

**Compliance Recommendation:** None.

#### **4. Curriculum**

4a) A comparison between Harper 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 Harper College's 2024 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.313: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications

and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2022 and 50 from fiscal year 2023. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2022 and 2023, including their credentials.

### **State Laws and Regulations and Accreditation Standards**

Based on the review, staff concluded that the college adheres to all state laws, regulations, and accreditation standards. Dual credit policy at the college is conducted in accordance with the Dual Credit Quality Act, the ICCB Administrative Rules, and the rules set forth by the Higher Learning Commission. All dual credit Memorandums of Understanding 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 years 2022 through 2023, it was reported that 111 instructors taught transfer (1.1) dual credit courses. Staff determined that all instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework.

Additionally, it was reported that 80 instructors taught career and technical education (1.2) dual credit courses. Of those 80, ICCB was unable to determine how many were qualified to teach 1.2 dual credit courses. Many of the instructors have ‘teaching experience’ listed as occupational experience, and that is generally not allowed. For example, under the CTE Occupational Hours column, it may say, “2000+ hrs. (Consumer Science instructor since 2013)”. In this case, the instructor should have previous employment related to food preparation and production, prior to this instructor being hired to teach 1.2 dual credit coursework. Additionally, a number of instructors have some form of advising or coaching listed under the CTE Occupational Hours column; however, unless they received compensation for that, that would not be considered occupational hours. Examples of this from the spreadsheet would be, “Robotics Coach” or “PLTW or STEM advisor” or “Ecology club sponsor”. Several examples of faculty who may not be qualified to teach 1.2 dual credit coursework can be found in the supplemental document titled *5 a-f Underqualified Dual Credit Faculty and Students*. Please note that this list is not exhaustive and should be used as a reference for Harper College to appropriately describe CTE occupational hours and employment.

### **Students**

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that one student from all students from fiscal year 2023 may not have met the required placement test score and/or prerequisite coursework. The placement test and requisite score listed for this student do not match the placement test information provided for this course in the College Policies tab. The student in question is located on the FY2023 tab, Line 46. Additional information can be found in the

supplemental document titled *5 a-f Underqualified Dual Credit Faculty and Students*. All other students in fiscal years 2022 and 2023 were determined to meet the required criteria.

### **Course Offerings and Requirements**

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

**Compliance Recommendation 1:** In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313, the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus.

- For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience. The college should review their documentation carefully and resubmit the 1.2 faculty spreadsheet. Additionally, when resubmitting this information, please send the Excel version of the document, not a PDF file.

### ***College Response:***

*Upon the issuance of updated Illinois Community College Board (ICCB) guidance in 2016, Harper College initiated a systematic process to verify the work experience qualifications of Career and Technical Education (CTE) instructors. While we diligently pursued the confirmation of instructor credentials, we acknowledge the absence of a centralized repository for storing this information.*

*Recognizing the need for a more efficient and organized system, we are actively exploring additional tools and resources to enhance our record management capabilities. Our goal is to ensure accurate and timely documentation of faculty qualifications across the institution. Please see additional discussion in response #8.*

***Actions Taken*** *Following receipt of this report, immediate steps were taken to address identified concerns. Specifically, high school partners were engaged to obtain comprehensive work histories for all 80 dual credit CTE instructors.*

*To ensure compliance with ICCB standards, we conducted a thorough audit, collecting and reviewing the following documentation:*

- *Resumes*
- *ISBE CTE Instructor Work Experience Forms*
- *Relevant certifications verified through the Illinois Department of Financial and Professional Regulation (IDFPR) and the Illinois Department of Public Health (IDPH) databases*

*This evaluation prioritized verification of a minimum of 2,000 hours of relevant occupational experience in the field. Any teaching experience, as well as uncompensated roles related to coaching, advising, or sponsorships that were not directly linked to industry experience was excluded. As a result of this audit, except for one dual credit faculty member, all met the minimum credentials to teach in the assigned 1.2 course(s). The work experience for the one mentioned dual credit faculty was not verifiable as the instructor has since retired (line 65, R. Pflanz).*

***Addressing Inaccuracies.** It is acknowledged that previous reports may have contained instances where teaching or non-compensated advisory roles were misclassified as occupational experience. To rectify this, we collaborated closely with our high school partners to correct and clarify the records. Our commitment to upholding ICCB standards remains steadfast, and we are dedicated to ensuring that all qualifications are accurately represented.*

*Harper College is committed to maintaining transparency and accuracy in our credentialing processes. Moving forward, we will continue to collaborate with our high school partners to conduct regular audits, enhance documentation procedures, and implement improved data management solutions.*

**Compliance Recommendation 2:** The college should ensure that the correct placement test and requisite score were provided for the student in question. If the information in the spreadsheet is correct, the college should ensure that in the future, all approved placement tests are explicitly outlined in the College Policies tab.

***College Response:***

*The student identified by ICCB has the ENTC marker. This marker indicates participation in the IL Aligned (transitional) High School English course. Students who've passed this course in their high schools with a "C" or better bypass English placement testing, and place directly into our ENG101, making them "college level" with English. This aligns with our English placement criteria:*

*"If you meet **any** of the following criteria, you can enroll directly into ENG101 or ENG130. There is no placement test needed.*

- ***ACT*** - English score of 19-36 **and** Reading score of 20-36. Must have been taken within the last three years.
- ***SAT*** - Evidence-Based Reading and Writing score of 480-800. Must have been taken within the last three years.
- ***High School GPA*** - 3.0 or higher on a 4.0 scale **or** 4.0 or higher on a 5.0 scale. Based on seventh semester or later cumulative unweighted High School GPA.
- ***GED*** - Score of 165 or higher on Reasoning Through Language Arts sub-section, completed in English.
- ***Aligned High School English Course*** - Passing ("C-" or better) grade on an aligned high school English course administered at a participating Illinois high school. Must have been taken within the last three years.

- **Transfer English Course** - Transfer college-level English course with a grade of C- or higher.
- **Harper's English Essay** - Placement exam score of 4.0 or 5.0. Must have been taken within the last three years."

*We capture this information like a test score in Banner's SOATEST form, and the "score" is always the letter grade they earned in the course. For instance, a student that participated in the Aligned course and passed it with a "B" means they can take ENG101 here at Harper. The date of completion, if needed, is captured in the "Test Date" field on SOATEST.*

*The aligned high school English Course (transitional English course) was the most recent qualifying score for the student. When we pull data to report on student's placement the most recent qualifying score is recorded. The student also qualified for college-level English placement through the Harper English Essay.*

*All approved placement options are located on the college placement page (<https://www.harpercollege.edu/testing/courseplacement.php>) under Math Placement Grid and English Placement Grid.*

## 6. Assessment Plans

The college has both ongoing and periodic reviews of processes to assess student learning in each degree and certificate program it offers. The process is supported by its Outcomes Assessment Office. All AAS degree programs, certificates with more than 30 credits, developmental math, and English as a Second Language are involved in program level outcomes assessment. Transfer degree assessment is conducted through its general education outcomes assessment. The college has five General Education Learning Outcomes. Transfer departments also participate in course-level outcomes assessment.

The college uses data from assessment to improve curriculum, teaching, and learning. It may use data to assist in alternate course schedules, share out best practices, or trouble shoot protocols among many concerns.

The college regularly reviews placement policies, including those for multiple measures for math and English placement, into their curriculum. They have infused ALEKS placement testing into the college's first year experience courses and introduced a co-requisite course for their Quantitative Literacy course.

**Compliance Recommendation:** None.

## 7. Student Evaluation

Harper 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 maintains resources for professional development activities through its Academy for Teaching Excellence, led by a dean and faculty chair. This area focuses on faculty development, instructional design and technology, distance learning, and adjunct faculty outreach and engagement.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. The college provided transcripts and relevant work experience evidence for all the courses requested. The ICCB review of the faculty transcripts and work experience provided by the college showed that four faculty members did not appear to meet the minimum faculty requirements or were missing documentation of credentials outlined by the ICCB. 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 some faculty members.

**Compliance Recommendation:** In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Harper 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:***

*Of the faculty credentials submitted, Harper College identified three faculty who did not meet the faculty credentials. An adjunct faculty in music has been dismissed from teaching effective December 2024. The second faculty member has the qualifications to teach 1.2 career courses in our Law Enforcement and Justice Administration Program and is no longer assigned to 1.1 courses. The third faculty member, in Sign Language, is currently completing a certification that will meet the credentialing requirement to teach the course (expected completion in Summer 2025).*

*As a result of the review of our faculty credentials in response to ICCB's request for credential documentation, we recognized discrepancies in our past processes, including when HLC updated qualifications. The Academic Deans, division staff, and Human Resources Staff are working collaboratively to review and modify our processes, develop a digital repository for faculty credentials, tighten our credential review process, and review the credentials of all current faculty teaching, including dual credit faculty. This will be completed by August 1, 2025, prior to the fall semester start.*

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

As part of the recognition review for standard 9, Cooperative Agreements, Harper College reviewed their cooperative agreement process. Harper College participates in the CAREER Agreement, which has been adopted by all 39 Illinois community college districts, as well as the Workforce Innovation and Opportunity Act (WIOA) Agreement which allows WIOA funding recipients to attend the institution of their choice. Additionally, the college has a current, ICCB-approved agreement with Elgin Community College and the Village of Hanover Park to offer Adult Education classes at the Hanover Park Education and Workforce Center. Both credit and non-credit courses are offered at this location. Harper College does not participate in any additional cooperative agreements. Students interested in utilizing the CAREER Agreement must submit Joint Agreement Form to the Registrar's Office.

The following items of the college were reviewed: the college's website and the college's course catalog (online). Harper 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 web link provided in the college's self-study takes you to a page that links to the aforementioned Joint Agreement Form, as well as a copy of the ICCB-approved CAREER Agreement. ICCB staff could not find any mention of the CAREER Agreement or the Joint Agreement Form in the course catalog.

All Indicators of Compliance and Indicators of Quality were met.



**Compliance Recommendation:** None.

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

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

**Compliance Recommendation:** None.

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

### **1. Student Services/Academic Support**

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

Campus advising hours are 8 a.m. – 7 p.m., Monday through Thursday and 8 a.m. – 4:30 p.m., Friday with appointments available. According to the administration, advisors frequently work with students to accommodate appointments. The college utilizes a case management academic advising model. All credential-seeking new students are assigned an academic advisor upon entry. That advisor stays with the student from start to finish, working with the student to develop a comprehensive semester academic plan, providing the student with timely tips and reminders, and assisting the student in navigating the college network.

In addition to academic advising, master's-level professionals provide career, personal, and academic counseling for students. An electronic system has been put in place for counselors to receive student referrals from the Academic Advisors quickly, and student referrals can also be received from faculty or others on campus.

**Compliance Recommendation:** None.

#### **B: Financial Aid**

The Office of Student Financial Assistance (OSFA) at Harper College provides essential financial aid services to help students complete their higher education. Around 40 percent of students receive financial support through grants, scholarships, campus employment, or other institutional resources. OSFA encourages all students to apply for aid annually by

completing the FAFSA and Harper College Scholarship application, with support from various campus offices.

OSFA engages students through personal assistance and technology, offering workshops, open houses, and individual appointments. They collaborate with the One Stop staff to ensure consistent financial aid information and supplement support with self-service options, emails, and calls.

Each year, OSFA develops a communication plan to reach students at key points in the financial aid cycle. They conduct proactive outreach, including calling campaigns and reminders for veterans. OSFA ensures compliance with all financial aid regulations and completes institutional and state audits without findings. Their Quality Control Assurance Program documents policies and procedures, and staff participate in ongoing training to maintain compliance.

**Compliance Recommendation:** None.

### **C: Career Placement**

The Job Placement Resource Center provides wrap-around career advising, which includes career exploration support, internship assistance, job search and educational planning, resume writing, and interview preparation. Students can meet with department personnel for one-on-one appointments and walk-in hours are available every business day. Employers have on campus recruiting options, as well as small, industry-specific job fairs that are held throughout the year. Employers can post their job opportunities and have access to student resumes on Hire a Hawk.

**Compliance Recommendation:** None.

### **D: Support Services**

The Center for Student Veterans and Military-Connected Students offers resources for veterans, active-duty students, spouses, and dependents. It provides a lounge, study area, and access to the Student Veterans Association, which offers additional support like a book-lending scholarship. The registrar team supports transgender students with sensitive records. The Rita and John Canning Women's Program assists low-income individuals who meet specific criteria, such as single parents or victims of domestic violence, with educational planning and financial support. Access and Disability Services ensures legally mandated accommodations and promotes inclusion for students with disabilities. The College Awareness Program aids high school students and parents transition to college.

Through a partnership with One Million Degrees, the college provides wrap-around services for low-income, first-generation, and racially/ethnically diverse students. The Harper College Promise Scholarship Program offers up to two years of tuition for eligible students who meet academic and attendance requirements.

The Hawks Care Resource Center supports homeless and housing-insecure students. A resource specialist conducts need assessments and connects students to appropriate housing and other resources.

**Compliance Recommendation:** None.

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

The Center for Student Veterans and Military-Connected Students provides resources, a lounge, and study space for veterans, active-duty students, and their families. The Student Veterans Association offers additional support, including a book-lending scholarship.

The registrar team assists transgender students with sensitive records. The Rita and John Canning Women's Program supports low-income individuals, such as single parents or domestic violence survivors, with education planning and financial aid.

Access and Disability Services ensures accommodations for students with disabilities, while the College Awareness Program helps high school students transition to college.

A partnership with One Million Degrees provides academic and financial support for low-income, first-generation, and diverse students. The Harper College Promise Scholarship covers up to two years of tuition for eligible students.

The Hawks Care Resource Center assists homeless and housing-insecure students. A resource specialist offers need assessments and connections to housing and other services. The Academic Support Center provides free tutoring for enrolled Harper students across six service areas, including the Anatomy Room, Developmental Math Center, Success Services, Supplemental Instruction, Tutoring Center, and Writing Center. Tutoring is available for community members at a small fee, both online and in-person, on an appointment or drop-in basis. The center also offers study spaces and computer access. It operates Monday–Thursday (8:00 a.m.–8:00 p.m.), Friday (8:00 a.m.–4:30 p.m.), and Saturday (9:00 a.m.–2:00 p.m.) during the fall and spring semesters.

**Compliance Recommendation:** None.

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

Harper College provides various events, services, and programs to support the recruitment, retention, and success of underrepresented students and those facing barriers to higher education. The college has an open admissions policy, except for limited enrollment programs, and admissions representatives support a streamlined application process through personal outreach, email, and group sessions.

Harper College collaborates with high schools to inform students about academic pathways, financial aid, and enrollment. The Office of Admissions Outreach hosts annual events, including high school visits, an open house with over 1,000 attendees, and targeted engagement opportunities for Latino/a and African American students. Additionally, the college holds an annual counselor meeting to provide updates on programs and processes.

The college offers extensive prior learning assessment options, such as credit transfers, proficiency exams, AP credits, military service credits, CLEP, and the State Seal of Biliteracy. A governance committee oversees policies for these assessments. Harper also provides resources for veterans and military-connected students through the Center for Student Veterans, collaborating with Edward Hines Jr. Hospital for mental health services via the VITAL program.

Other academic opportunities include dual credit, limited enrollment, and concurrent enrollment programs. Students without a high school diploma can access Adult Education Development for high school equivalency or credit admissions with placement testing and advising.

**Compliance Recommendation:** None.

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

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

The Illinois Community College Board staff conducted an on-site visit at Harper College on January 07, 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 18 course sections and 178 students in fiscal year 2023 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy.

Information reported on the SU/SR claim reports agreed with the certified mid-term class lists. Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

**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 credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions for 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. There is a process for instructors to review grades for each student in every course. However, the college has not implemented a midterm certification statement for instructors to review prior to certification.

**Compliance Recommendation:** The college must ensure the certification statement complies with 23 Ill. Adm. Code 1501.501, "Midterm Class List Certification" and 1501.507(c), "Student Requirements". At midterm and at the end of each term, instructors are required to review and approve a certification statement such as "I hereby certify that the above-listed students, except where noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm, and I have proper documentation to support this certification."

### ***College Response:***

*The Registrar's Office worked with Information Technology to create a Midterm Grade submission response script in Banner that sends notification to instructors, as was indicated by the ICCB recommendation. Faculty members receive a confirmation email once they have successfully submitted their midterm verification data in Banner and acknowledged the Midterm Certification as noted above. Additionally, the Registrar's*

*Office sends regular email reminders to faculty if they have any outstanding midterm grades which have yet to be submitted. Harper College is now in compliance with this recommendation.*

## **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 for reporting purposes. However, the college does not have a detailed residency policy that addresses all of the general, district, and special provisions of students or students considered active duty or military veterans.

**Compliance Recommendation:** ICCB recommends the college clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy to comply with 110 ILCS 805/2-16.02, 23 Ill. Adm. Code 1501.501, and P.A. 102-800.

### ***College Response:***

*The Residency information highlighted by ICCB has been updated in the Student Handbook section of the current Catalog posted online and linked below. These changes will also be reflected in the new online catalog hosted by Courseleaf. The AY26 catalog is scheduled to go live by April 4, 2025.*

*<https://www.harpercollege.edu/catalog/handbook/policies/registration-records/residency.php>*

*ICCB reviewers provided sample language related to the Board Policy on Residency. Current college policy regarding Residency states the following:*

*“05.03.00 RESIDENCY STATUS*

*Students enrolling at Harper College shall be classified as in-district resident, out-of-district resident, out-of-state resident, or out-of-country resident for tuition and fee purposes.*

*The Registrar’s Office and the Admissions Processing Office shall maintain documentation verifying State or district residency of students and are authorized to require such written documents, affidavits, verifications or other evidence as are deemed necessary to determine the classification of the student.”*

*At this time, we believe that the current Board Policy language provides the College with flexibility and agility to fully adjust College processes as may be necessary in response to*

*changes in legislation or other impacting system-wide policies, through changes to the College Catalog and Student Handbook via the Registrar's Office.*

### **Course Repeats**

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

**Compliance Recommendation:** None.

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

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

**Compliance Recommendation:** None.

## **2. Financial Planning**

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

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

Based on the review, over a four-year period, the college submitted 32 reports mandated by the ICCB's administrative rules after their respective deadlines. The college has been working diligently over the years to submit compliance reports in a timely manner.

**Compliance Recommendation:** ICCB recommends the college continue developing new processes and working towards submitting accurate and timely reports.

### ***College Response:***

*The College will ensure timely and accurate submission of compliance reports to the Illinois Community College Board (ICCB) by addressing current challenges, enhancing internal processes, and establishing clear accountability.*

### ***Establishing Clear Communication Pathways***

- *Define Expectations: Develop a comprehensive procedural guide for compliance reporting. Include specific data needs, responsible parties, and departmental roles.*
- *Centralized Communication Channels: Maintain Manager of Institutional Research Compliance as the primary contact within Institutional Research and Analytics for compliance reporting inquiries and updates.*

- *Regular Check-ins:* Expand stakeholder involvement with departments responsible for ICCB-related surveys (e.g., Business Office, Human Resources, Facilities).
- *Effectiveness Measurement:* Regularly evaluate communication effectiveness through regular check ins with stakeholders and tracking reporting improvements.

### ***Setting and Communicating Due Dates***

- *Internal Submission Deadlines:* Continue setting internal deadlines at least one week ahead of ICCB's final submission date.
- *Shared Calendar System:* Consider the use of shared calendaring tools to improve visibility of all compliance report deadlines and related milestones. Evaluate whether automated reminders could help notify relevant parties of approaching due dates.
- *Accountability Tracking:* Frequent monitoring of data and report submission status dashboard that tracks progress, identifies outstanding tasks, and flags potential risks to on-time submission.

### ***Enhancing Report Accuracy Through Validation and Error Prevention***

- *Internal Error Replication Coding:* Continue to utilize and refine error replication scripts based on updated MIS manuals to proactively identify potential issues that could arise during ICCB validation.
- *Comprehensive Data Validation:* Implement multi-tiered data validation before submission, including peer reviews, automated checks, and stakeholder confirmations.
- *Training and Development:* Shift training focus away from survey-specific expertise, instead emphasizing overall best practices for data entry, communication, and process coordination to support timely and accurate submissions.

### ***Prioritizing Early Submissions***

- *First Submission Window:* Target a preliminary submission of reports at least one week prior to deadline to allow for corrections and adjustments within the timeline.
- *Error Resolution Workflow:* Coordinate across departments to address flagged errors, ensuring prompt communication and resolution by all involved stakeholders.

### ***Monitoring and Continuous Improvement***

- *Post-Submission Review:* Conduct a debrief after each reporting cycle to evaluate successes, challenges, and areas for improvement.
- *Metrics and Feedback:* Track key indicators, such as submission timeliness, error rates, and resolution times, to assess the effectiveness of implemented strategies.
- *Process Refinement:* Use feedback from stakeholders and ICCB to make iterative improvements to the compliance reporting process.

*By incorporating a collaborative approach with all the involved departments, refining internal processes, and utilizing this document as a foundational procedural guide, we aim to mitigate the risks of late compliance reports, uphold the integrity and accuracy of submitted data, and maintain the institution's commitment to excellence and accountability in compliance reporting.*



### 3. Financial Compliance Annual External Audit

For fiscal years 2021 through 2023, 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.

Based on the review, there were no findings over the three-year period. The college will be developing a process to review and approve the management decision letter (MDL) in the Grant Accountability and Transparency Act (GATA) system.

**Compliance Recommendation:** None.

**Advisory Recommendation:** ICCB recommends the college continue developing processes to close audits in the GATA system.

***College Response:***

*The MDL is now part of the annual end of audit submission checklist that the College uses to comply with various organizational submission requirements.*

### 4. A & B Facilities

#### A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic, ICCB has made this plan not due until July 1, 2022. The college submitted its 2021 Facilities Master Plan and their self-study, which were found to be in good order.

**Compliance Recommendation:** None.

#### B. Facilities Data Submissions:

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

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB.

The college maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

**Compliance Recommendation:** None.

#### **4a. 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 are several contractual employee positions, including the president's position. The employment contracts 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 Harper College were reviewed—generally this includes fiscal years 2020-2024 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 14 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2024 is up to \$69,733 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.

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

**Part A. Student Data Reporting** The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2023 submission contained one critical error, and the fiscal year 2022 submission contained two critical errors. This data was verified by college officials as valid and accurate. Harper College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2025 submission was finalized four days late, and the fiscal year 2021 submission was finalized nearly one month past the reporting deadline. The submissions took between two and four submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between one percent and nine percent. The proportion of records with Pell Recipient ranged between 13 percent and 19 percent. The proportion of records with Subsidized Stafford Recipient was about two percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Harper College met the reporting deadline in four of the five years reviewed; the fiscal year 2025 submission was finalized one day late. The number of submissions needed to finalize the data ranged from one to five, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between less than one percent and 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. Harper College met the reporting deadline in five of the five years reviewed. The number of submissions needed to finalize the data ranged from one to four, and final AC submissions did not contain any critical errors in 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 two days late, and the fiscal year 2023 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in five of the five years reviewed. Harper 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 each of the five years reviewed.

**Noncredit Course Enrollment (N1)** data collection began in fiscal year 2000. Harper College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2025 submission was finalized one day 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 nearly zero percent and less than two percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between 21 percent and 34 percent across the five years studied.

**IPEDS Summer Graduate Reporting** data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2023 submission was finalized 10 days late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in 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 each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to four. 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. Harper College met the submission deadline in three of the past five years reviewed; the fiscal year 2023 and 2022 submissions were finalized nearly two weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five. 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. Harper 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 two of the two 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 past five fiscal years; the fiscal year 2023 submission was finalized three days late. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

**Compliance Recommendation:** None.

**Advisory (Quality) Recommendations:** Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Harper College.

***College Response:***

*Information regarding the College process for ensuring timely, accurate, and complete data submissions is detailed on pages 16-17.*

**Appendix A**  
**Harper College (512) – Recognition Policy Studies Report Due Dates**

**Noncredit Course Enrollment Data (N1)**

<b>Fiscal Year Collected</b>	<b>2025</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – <b>(07/15)*</b>	07/16/24	07/11/23	07/14/22	11/15/21	07/15/20
# Submissions to Final	3	2	1	1	2
Timeliness	1 day late	on time	on time	on time	on time
Duplicated Head Count	8332	8526	10689	3482	16673
Unduplicated Head Count	3795	4610	7915	2311	10310
# Error Codes in Final Submission	1	1	4	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.20 percent	0.29 percent	0.58 percent	0.29 percent	0.65 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.03 percent	0.00 percent	0.56 percent
% Unknown Age in Final Submission unknown	0.04 percent	0.13 percent	0.33 percent	1.44 percent	0.00 percent
% Unknown Ethnicity in Final unknown	20.62 percent	30.12 percent	25.48 percent	21.3 percent	33.87 percent

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

**Annual Enrollment & Completion Data (A1)**

<b>Fiscal Year Collected</b>	<b>2025</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – <b>(08/01)*</b>	08/05/24	08/02/23	08/01/22	09/23/21	09/01/20
# Submissions to Final	3	3	3	2	4
Timeliness	4 days late	on time	on time	on time	29 days late
Head Count (total incl. o hrs enroll.)	23099	22059	21499	22799	23665
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	3	3	1
# Critical Errors in Final Submission	0	0	1	2	0

% Records with Errors in Final Sub.	0.02 percent	0.04 percent	0.06 percent	0.02 percent	0.01 percent
% o Cumulative GPA in Final Sub.	15.36 percent	14.61 percent	10.85 percent	9.65 percent	12.48 percent
% o Cumulative Hours in Final Sub.	13.53 percent	12.48 percent	8.38 percent	7.37 percent	10.82 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	8.67 percent	6.51 percent	0.99 percent	1.01 percent	1.64 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	14.34 percent	13.08 percent	17.46 percent	17.61 percent	19.46 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	1.25 percent	1.14 percent	1.86 percent	2.43 percent	3.10 percent

\* Due 08/02 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)*	09/04/24	08/28/23	08/29/22	09/28/21	09/01/20
# Submissions to Final	2	5	3	3	1
Timeliness	1 day late	on time	on time	on time	on time
Record Count (duplicate completions)	4445	4346	4419	4517	4371
Total Number of Completions from A1	N/A	4297	4394	4471	4338
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 no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final unknown	0.76 percent	1.24 percent	1.45 percent	1.31 percent	3.39 percent
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\* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

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

### Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (09/01)*	09/03/24	08/28/23	08/29/22	09/23/21	09/01/20
# Submissions to Final	4	3	1	2	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	23099	22059	21499	22799	23665
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	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)*	09/02/24	08/25/23	08/30/22	01/04/22	09/01/20
# Submissions to Final	1	2	1	2	4
Timeliness	on time	on time	on time	on time	on time
# 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.	0.02 percent	0.01 percent	0.01 percent	0.00 percent	0.01 percent
% Dual Credit in Final	11.08 percent	10.90 percent	10.13 percent	9.19 percent	7.51 percent
% Remedial (PCS 14) in Final	3.93 percent	3.74 percent	3.19 percent	3.24 percent	3.75 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	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (10/01)*	10/04/23	10/04/22	12/10/21	09/25/20	09/30/19
# Submissions to Final	3	2	2	1	1
Timeliness	2 days late	1 day late	on time	on time	on time
Head Count in Final Submission	13069	12434	12015	12199	13477
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	2	2	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.09 percent	0.08 percent	0.07 percent	0.03 percent	0.06 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	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 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	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (10/01)*	09/29/23	10/03/22	09/29/21	09/25/20	09/30/19
Timeliness	on time	on time	on time	on time	on time
Head Count	13069	12434	12015	12199	13477
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	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (11/01)*	10/24/23	11/11/22	12/15/21	10/30/20	10/28/19
Timeliness	on time	10 days late	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	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (11/15)*	11/08/23	10/17/22	11/23/21	10/14/20	10/15/19
# Submissions to Final	1	3	2	4	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	3	4	4	4
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	6.30 percent	12.42 percent	11.75 percent	11.45 percent	10.63 percent
% Unknown Employment Class (8)	2.74 percent	3.80 percent	10.61 percent	13.17 percent	15.79 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 and FY 20

### Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (11/15)*	11/14/23	10/14/22	11/04/21	10/13/20	10/11/19
# 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 and FY 20

### African American Employment Plan Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/03/23	12/07/22	01/13/22	12/04/20	01/15/20
Timeliness	on time	on time	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

### Asian American Employment Plan Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/03/23	12/07/22	01/13/22	12/04/20	01/15/20
Timeliness	on time	on time	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

### Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/03/23	12/07/22	01/13/22	12/04/20	01/15/20
Timeliness	on time	on time	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

### Hispanic Employment Plan Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/03/23	12/07/22	01/13/22	12/04/20	01/15/20
Timeliness	on time	on time	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

### Native American Employment Plan Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note**	12/03/23	12/07/22	N/A*	N/A*	N/C
Timeliness	on time	on time	N/A*	N/A*	N/C

\*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition. \*\* Due 12/08 in FY 24; 12/15 in FY 23

### Underrepresented Groups Report

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	01/29/24	02/13/23	01/31/22	01/29/21	02/26/20
Timeliness	on time	3 days late	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; 02/28 in FY 20

### Spring Semester Enrollment Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (02/15)*	02/08/24	02/14/23	02/08/22	02/08/21	02/05/20
Timeliness	on time	on time	on time	on time	on time

\*Due 02/10 in FY 20

### 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)*	06/11/24	06/28/23	06/27/22	06/11/21	06/15/20
# Submissions to Final	1	5	5	2	2
Timeliness	on time	13 days late	12 days late	on time	on time
# Error Codes in Final Submission	2	2	2	1	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	4.69 percent	9.26 percent	7.55 percent	3.47 percent	3.59 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	17.44 percent	9.51 percent	13.55 percent	11.06 percent	13.64 percent
% Unknown Employment Class (8)	10.17 percent	5.35 percent	11.07 percent	11.80 percent	5.29 percent

\* Due 06/17 in FY 24 and FY 19

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



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# RECOGNITION REPORT

## MORTON COLLEGE

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*May 2025*

**Illinois Community College Board  
Recognition Report  
For Morton College  
May 2025**

**Introduction**

During fiscal year 2023-24, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Morton College, District 527. 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 Morton 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 Morton College's 2023-2024 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 credit hour discrepancies between the printed college catalog and the curriculum master file were identified.

The following curricular omission was identified between the college's curriculum master file and the printed catalog:

- Music Production Recording A.A.S. (60ch) – This program appears active on the college Curriculum Master File, however, does not appear in the college's catalog.

**Compliance Recommendation 1:** ICCB recommends that the college make the appropriate update to their Curriculum Master File or course catalog to ensure accuracy and alignment between these sources.

*College Response:*

*The music production recording AAS has never been offered at the college. After researching how the program was never offered, the college found that the music faculty member who brought this degree to curriculum committee and the previous deans who approved the program, no longer work for the college. It appears this program was approved by ICCB and was either not approved or never sent to the Higher Learning Commission or the Department of Education, and steps were never taken to get the program withdrawn. The college will be taking the necessary steps to withdraw the program.*

- Licensed Practical Nursing Certificate (37ch) – A reference on page 151 to "Practical Nurse Certificate & AAS in Nursing" appears in the catalog; however, nothing specific to distinguish an LPN Certificate for 37ch could be identified in the catalog.

**Compliance Recommendation 2:** ICCB recommends that the appropriate updates are made and reflected in futures versions of catalogs.

*College Response:*

*The college will separate the details in the catalog into two pages, one page for licensed practical nursing certificate, and the second page for the associate's degree in nursing to ensure both programs are easily identifiable.*

## 2. Articulation

Morton College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.), 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. Academic Deans review all processes related to academic planning and the maintenance of academic quality. The Associate Dean of Academic Services reviews college admission, course placement, and graduation requirements. At the start of each semester, the Director of Admissions records and the Registrar audits all course placements by comparing course rosters against the college's course placement standards.

All changes to the college's curriculum must be approved by an Academic Dean, the Curriculum Committee, and the Faculty Assembly. The college maintains all academic changes in Curricunet, its electronic curriculum management system. Moving forward, Morton College will use the newly purchased Watermark Curriculum Management System. The Provost and President recommended these changes to the Board of Trustees.

The college maintains an assessment policy, which includes course-, program-, and general-level procedures and processes. The college has a strategic plan that the College Council reviews. The Council membership consists of representatives from all the college's employment groups, including the academic faculty. The college also regularly updates the Board of Trustees on progress related to its strategic plan.

The college's admissions standards are outlined in the catalog and communicated to prospective students on the website and in printed materials. Course placement guidelines are determined by the faculty, Dean, Curriculum Committee, and Faculty Assembly approval processes. These admissions and placement standards are enforced in the college's database system (i.e., Colleague). The Academic Standards committee, a



subcommittee of Faculty Assembly, also maintains the authority to review non-Curriculum Committee issues related to academic quality protocols. For graduation requirements, the college maintains a credential auditor/degree analyst who matches graduation applications against program graduation requirements. The college has implemented an element of Colleague called “Degree Audit” to eliminate any potential discrepancies between graduation requirements and student academic records.

**Compliance Recommendation:** None.

#### **4. Curriculum**

4a) A comparison between Morton 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 Morton College’s 2024 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rule 1501.313: 1) the college’s self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2022 and 50 from fiscal year 2023. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2022 and 2023, including their credentials.

#### **State Laws and Regulations and Accreditation Standards**

Based on the review, staff concluded that the college adheres to all state laws, regulations, and accreditation standards. Dual credit policy at the college is conducted in accordance with the Dual Credit Quality Act, the ICCB Administrative Rules, and the rules set forth by the Higher Learning Commission. All dual credit Memorandums of Understanding 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 years 2022 through 2023, it was reported that 20 instructors taught transfer (1.1) dual credit courses. Of these instructors, two of them did not hold the minimum requirement of 18 graduate degree hours in the discipline being taught, nor was it noted that they were following a professional development plan. Staff determined that all other instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework. The name of the underqualified faculty is listed in the supplemental document *5a-f Underqualified Dual Credit Faculty*.

It was also reported that nine instructors taught career and technical education (1.2) dual credit courses. Of those nine faculty, it was determined that none of them held the required credentials to teach 1.2 dual credit coursework. In the college's self-study, they state that, "Faculty teaching Morton College dual credit courses meet the minimum requirements outlined in the College's Minimum Qualifications document. These credentials (including academic degrees and certifications) are included in their employment files in the Deans' Office. Review of credentials is completed as part of the new program/new instructor approval process." According to the dual credit faculty qualifications spreadsheet, none of the nine instructors held the minimum 2,000 of qualified work experience; instead, the figures listed in the spreadsheet reference the amount of graduate hours in the field being taught or says, "no masters transcripts".

### **Students**

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that all students from fiscal year 2022 and 2023 met the required placement test score and or prerequisite coursework.

### **Course Offerings and Requirements**

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

**Compliance Recommendation 1:** In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313, the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus.

- For transfer (1.1 PCS) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework.
- For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that

even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience. Morton College must resubmit the *Morton Dual\_Credit\_Faculty\_ICCB\_Recognition\_Template FINAL\_08\_14\_24* spreadsheet with the requisite work experience and occupational hours.

*College Response:*

*Dual credit instructors shall be evaluated by the community college for the appropriate credentials and demonstrated teaching competencies established by the college. The college is currently working with our high school partners to ensure that all dual credit instructors meet the standards. The college has drafted a timeline that will provide the high school with specific deadlines to ensure the college receives the required documentation to verify an instructor's qualifications to teach 1.1 and 1.2 dual credit courses. The college is also conducting an audit of all dual credit faculty files to ensure that all credentials have been received and verified. The college resubmitted the Morton Dual\_Credit\_Faculty\_ICCB\_Recognition\_Template spreadsheet with the requisite work experience and occupational hours as required.*

## **6. Assessment Plans**

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The dean of Arts and Sciences, who regularly attends the college's Assessment Committee meetings, and the dean of Adult, Career, and Technical Education reviewed the college's Comprehensive Assessment Plan, which was adopted by the college's active Academic Assessment and Planning Committee (AAPC). This committee generally meets once a month and once a week in subcommittee. All programs and courses maintain student outcomes.

Many CTE programs utilize licensure exam results to supplement other forms of assessment. All departments are asked to present their assessment work in the context of program review presentations to the AAPC. The AAPC conducts regular assessments of its general education program, focusing on three outcomes each semester. While the assessment of one outcome is being planned, another is being implemented, and the results of a third are being analyzed and reported on.

The AAPC oversees reform interventions designed to improve outcomes (based on relevant data from rubrics, standardized exams, etc.). The college also assesses its overall institutional effectiveness through student surveys (Noel-Levitz, CCSSE, etc.). Data from these assessments, along with graduation and student success data, are made available via the Institutional Research Department. The college invests in assessment training, as all new faculty are invited to attend the Indianapolis Assessment Institute and academic administrators regularly attend assessment conferences. Additionally, assessment is integrated into faculty development in-service days.

All general education and program outcomes are published in the college's catalog. The college's policy is to conduct routine academic assessment on courses, programs, general education requirements, and the overall institutional assessment. Most departments have

implemented a policy of regularly assessing their courses. Each department is required to turn in a departmental assessment form, which asks departmental faculty to explain which courses they have assessed in the current academic year, what evidence has been attained, and what changes will be implemented to improve student outcomes. All new tenure-track faculty, once trained, are expected to conduct course assessments.

**Compliance Recommendation:** None.

## **7. Student Evaluation**

Morton College has a clear policy for evaluating and recording student performance. This evaluation process is linked to the official learning objectives and goals of each course. A comprehensive review of both faculty and student handbooks was conducted to ensure that these practices comply with ICCB Rule 1501.405, in accordance with the college's policies and administrative procedures.

**Compliance Recommendation:** None.

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

The college's 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 a review process for dual credit instructors, as well as transfer and Career and Technical Education faculty. The credentialing chart further breaks down qualifications by areas and course.

The college maintains a faculty handbook which covers a variety of areas including course procedures, grading, technical support, communication, emergency procedures, student conduct and appeal, disabilities, and professional development among them.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. The college provided transcripts and relevant work experience evidence for all the courses requested. The ICCB review of the faculty transcripts and work experience provided by the college showed that seven faculty members did not appear to meet the minimum faculty requirements or were missing documentation of credentials outlined by the ICCB. In addition, for another seven faculty, it is unclear how the college determined they met the qualification based on the information provided. 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 may be the basis for qualifying some faculty members.

**Compliance Recommendation:** In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Morton 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:*

*Search Committee/HR reviews experience and requirements that are met, before any interview is conducted. Pre-employment screening is submitted after an offer is made. In addition, the college will require official transcripts to be submitted before the start date.*

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

As part of the recognition review for standard 9, Cooperative Agreements, Morton College reviewed their cooperative agreement process. Morton College participates in the South Metropolitan Career Network, a network comprised of 28 Illinois community colleges. Students interested in this can seek more information in the Office of Admissions and Records. The college does not participate in any additional cooperative agreements.

The following items of the college were reviewed: the college's website and the college's course catalog (online). Morton College participates in the South Metropolitan Career Network. The goal of this network is similar to that of the CAREER Agreement; ICCB staff were unsure if this network supersedes or takes the place of the CAREER Agreement. Pursuant to [Public Act 103-0159](#), the CAREER Agreement has been codified into statute and has been accepted by all 39 community college districts. The South Metropolitan Career Network participating institutions listed on the college's website only includes 30 of the 48 Illinois community colleges.

All Indicators of Compliance and Indicators of Quality were met.

**Compliance Recommendation:** None.

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

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

**Compliance Recommendation: None.**

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

### **1. Student Services/Academic Support**

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

Morton College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program.

Advising has improved significantly over the past five years thanks to strategic changes and added staff. Advisors are now called "student success coaches," and their role has expanded from helping with course registration to building strong, ongoing relationships with students. They now support students with academic, career, and personal challenges to help them succeed throughout college. Students are assigned to one coach for their entire college journey, based on their last name and program. This change in 2022 ensures consistent support and a stronger connection between students and their coaches.

**Compliance Recommendation: None.**

#### **B: Financial Aid**

The Financial Aid Office (FAO) at the institution demonstrates a comprehensive and compliant approach to supporting students through the financial aid process. The FAO maintains alignment with federal and state guidelines, effectively communicates with students, and continues to enhance its services to ensure accessibility, clarity, and efficiency.

The FAO website provides comprehensive information on Title IV, state aid, scholarships, and military benefits. It includes direct links to federal resources and downloadable forms. The department utilizes automated emails, text messaging, and a Financial Aid Self-Service portal to keep students informed and engaged throughout the financial aid process.

- The FAO offers shared office hours, computer access for applications, and weekly financial aid workshops in the One Stop Center.
- Revisions to the SAP policy have clarified grade categories and appeal instructions to reduce confusion and enhance transparency.

- The FAO collaborates with recruitment staff to encourage FAFSA completion and promote scholarships during high school visits.
- Additionally, internal forms have been redesigned to minimize student confusion and submission errors, leading to fewer corrections needed and faster processing times.

**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:*

*Morton College will include the Loan Default Rate in future reports.*

### **C: Career Placement**

Morton College's Career Services Office (CSO) supports students, alums, and in-district community residents with career development, job search assistance, and employment resources. The CSO offers individualized assistance in career counseling, resume and cover letter writing, job search strategies, mock interviews, and WIOA exploration. Over the past five years, the office has consistently delivered successful programming, including annual job and volunteer fairs, occupation-specific employer panels, and employer engagement opportunities such as recruitment tables, hiring events, classroom visits, and information sessions. These efforts allow employers to connect directly with students and post job and internship opportunities through the college's job board. The office is key in helping students develop real-world skills and build networks that align with their employment interests. In support of the college's diverse student population, the office also emphasizes resume-building opportunities for Deferred Action for Childhood Arrivals (DACA) students through volunteer service. The Career Services Office contributes to student retention and graduation by engaging students from post-graduation enrollment and collaborating with internal departments and external partners. Its programming continues to evolve in response to workforce demands, helping students achieve their career goals and supporting the college's community and student engagement mission.

**Compliance Recommendation:** None.

### **D: Support Services**

Morton College offers comprehensive services to support student success across academic, financial, and personal domains. Targeted support programs include TRiO, which assists low-income, first-generation students and students with disabilities, and the Workforce Equity Initiative (WEI), which provides academic, financial, and placement support for minoritized and low-income students. The institution also provides specialized liaisons to assist homeless students and undocumented students, along with transportation support such as bus passes, Uber gift cards, and assistance with gas and minor car repairs. Student engagement is fostered through the Student Life Office, which organizes leadership development opportunities, multicultural programming, social events, and student clubs. A campus food pantry is also available to address basic needs. A Student Care Coordinator coordinates mental health and academic support services and connects students with mental health resources and skill-building workshops. At the same time, the Center for Academic

Success offers additional educational support, such as writing and math centers, peer tutoring, online support, and a College Success Skills course. These services aim to foster academic, financial, and personal well-being and ensure that all students have the resources needed for success.

**Compliance Recommendation:** None.

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

The Student Activities Office (SAO) at Morton College demonstrated significant accomplishments in fostering student engagement, leadership, and support services during the academic year. As the central hub for student involvement, the SAO provided a wide range of programs and direct services that promoted academic success, personal growth, and community building. The office expanded essential student support initiatives, including distributing student ID cards, discounted event tickets, and critical services such as the Panther Pantry and Morty Meal Card Program. In Fall 2022, the Morty Meal initiative provided over \$9,700 in food assistance, serving over 3,000 meals across subsequent semesters to reduce food insecurity among students.

Cultural programming was a major focus, with events hosted to recognize Latinx Heritage Month, Native American Heritage Month, Black History Month, Asian American and Pacific Islander Heritage Month, Women's History Month, Pride Month, and Juneteenth. These initiatives fostered a sense of belonging and celebrated diverse identities. The SAO also collaborated with multiple campus departments to deliver interdisciplinary programming, including Wellness Wednesdays with Counseling Services and academic partnerships with the Library and Tutoring Center to support students' mental, emotional, and academic well-being.

Leadership development was supported through the Collegiate Leadership Development Program (CLCL), the Women's EmpowHERment Conference, and student participation in national conferences such as the United States Hispanic Leadership Institute (USHLI). The SAO supported civic engagement and professional growth through student organizations like the Association of Latino Professionals for America (ALPFA), the Society of Hispanic Professional Engineers (SHPE), and IGNITE.

Additionally, SAO promoted global education by supporting monthly study abroad informational sessions and consortium program outreach. SAO remained responsive to evolving student needs throughout all programming by offering flexible engagement options, including hybrid and evening/weekend events. These accomplishments reflect Morton College's commitment to fostering equity, inclusion, and student success through co-curricular involvement.

**Compliance Recommendation:** None.

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



All community colleges in Illinois have an open admissions policy. Admission to the college does not ensure admission to a particular course or program of study. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 who meet established criteria.

College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time. The Admission and Registration Office maintains student records, upholds admission policies and standards, and evaluates transcripts. ARO supports the college's admission policies by accurately recording student type, placement, and proficiency information.

**Compliance Recommendation:** None.

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

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

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Morton College on December 11, 2024. 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 18 course sections and 198 students in fiscal year 2023 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 administered on the dual credit student population.

For 2.3 percent of the Credit Hour Claim sample, information reported on the SU/SR claim reports does not agree with the certified mid-term class lists. Six students (18 credited

hours) who dropped before the mid-term date in two courses were incorrectly reported on the SU claim report. In assessing the error rate of 2.3 percent, the true population error rate lies between 0.48 percent and 4.12 percent at the 95 percent level of confidence. Furthermore, based on these results, there is not enough evidence that the true population error rate is significantly different than 1 percent at the 95 percent confidence level.

For 22.3 percent of the Dual Credit sample, information was reported incorrectly on the SU/SR claim reports. The college continues to report dual credit students who are in the freshman and sophomore classes on the SU/SR claim reports. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement. Although, fiscal year 2021 and fiscal year 2022 reports of credit hours for dual credit students were corrected in August of 2023, errant reporting resumed thereafter. The true error rate could range between 15 percent and 29 percent at the 95 percent confidence level. An error rate of this magnitude, perhaps greater than 20 percent, requires further investigation and analysis.

**Compliance Recommendation:** The college must ensure the SU/SR claim reporting complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.313, and 23 Admin. Code 1501.507. ICCB recommends the college implement processes that ensure students are reviewed and appropriately coded for accurate reporting. The college must also work with ICCB on the further investigation of the dual credit students' errors, the computation of the financial impact, and any payback for the period under review.

*College Response:*

*The College has reviewed FY21-FY25 students to see if there were any students reported in the SU/SR claims report who had dropped before midterm. A total of 6 students were found to have dropped before midterm.*

*To improve the accuracy of its data reporting, the Office of Institutional Research (OIR) is working with a consultant to rebuild the SU/SR claims report in new data management software. The new process will allow for improved data quality as the OIR team will have better methods of verifying the accuracy of the data. Specifically, the OIR team will be able to properly identify students who dropped before the midterm. It will also allow time to ensure the timeliness of its submissions.*

## **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.

Based on the review, the college properly classifies students for reporting purposes. However, the college does not have a detailed residency procedure that addresses all of the provisions for general, district, special, and military students. The college is currently in the process of revising the Residency policy. The college is working on a revision to this policy.

**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:*

*Morton College has taken formal steps to ensure full alignment with 110 ILCS 805/2-16.02, 23 Ill. Admin. Code 1501.501, and Public Act 102-0800. Specifically, the College revised its Residency Policy to comprehensively address provisions related to general, district, special, and military students. The updated policy provides 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.*

*The updated Residency Policy was formally approved by the Morton College Board of Trustees during its regularly scheduled meeting on February 27, 2025. A copy of the approved policy and the Board agenda reflecting its adoption are attached as evidence of compliance.*

*Morton College remains committed to maintaining accurate and equitable procedures that support student access and uphold regulatory requirements.*

### **Attachments:**

*Updated Residency Policy  
February 27, 2025 Board Meeting Agenda (Approval Item 9)*

## **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.

ICCB staff also reviewed a sample consisting of 139 dual credit students in fiscal year 2023 from the fall and spring semesters. The age, class, grade, and residency code of each student were reviewed for reporting accuracy. Of the 139 students in the data sample, 31 were ineligible to be reported. This issue is discussed above in Credit Hour Claim Verification.

**Compliance Recommendation:** See 1. Credit Hour Claim Verification.

*College Response:*

*Written procedures and measures have been implemented to make sure that we do not report Freshman and Sophomore dual credit/dual enrollment students.*

*The Office of Institutional Research (OIR) is evaluating best practices for properly identifying and removing ineligible dual credit students from the SU/SR claims report. The OIR team is working with a consultant to rebuild the SU/SR claims report in a new data management platform that will improve the quality of the data. It will allow for the team to properly identify and remove ineligible dual credit students. However, the OIR team is collaborating with the Office of Admissions and Records (OAR) to evaluate and develop new procedures for correctly identifying the grade level of all dual credit students.*

## **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, annual external audits, and other compliance reports were reviewed. Per 110 ILCS 805 and Admin. Code 1501.201, it is a requirement to submit complete and accurate reports to ICCB in a timely manner.

Based on the review, the college submitted 51 compliance reports past the schedule of due dates over a three-year period. The college is aware of this issue and continues to develop and improve procedures so that compliance reports are submitted in a timely manner.

**Compliance Recommendation:** The college must continue developing new processes and work towards submitting accurate and timely reports per 110 ILCS 805 and 23 IL Adm. Code 1501.201.

*College Response:*

*The College will continue to develop new processes to ensure that reports are submitted in a timely manner.*

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

For fiscal years 2021 through 2023, 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 three findings noted over the three-year period. The CAP for each finding was provided and appears to be adequate. The college has developed a process to address the findings and management decision letters in the Grant Accountability and Transparency Act (GATA) system.

**Compliance Recommendation:** None.

**Advisory Recommendation:** ICCB recommends the college continue developing new processes to submit audits and all related documents in a timely manner per 110 ILCS 805 and 23 Ill. Adm. Code 1501.503.

*College Response:*

*The College will continue to develop new processes to ensure that the external audit and other related documents are submitted in a timely manner.*

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

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

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic, ICCB has made this plan not due until July 1, 2022. The college submitted its 2020 Facilities Master Plan (FMP), which had updates through 2024, and their self-study. Both were found to be in good order. The college is working on a new FMP and will submit it to ICCB when it is complete.

**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.

### **4a. 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 are several contractual employee positions, including the one for the President’s position. According to all the contracts, there are two sections that do not specify how the employee will be paid when terminated. In addition, the President’s

goals are not posted on the college's website. These contracts do not meet all the specifications or notice provisions required by law. The college has updated the President's contract, which will be submitted to the Board for approval.

**Compliance Recommendation:** The college must ensure employment contracts comply with 110 ILCS 805, 5 ILCS 415, 23 Admin. Code 1501.803, and 23 Admin. Code 1501.804. Any active contracts that do not meet the criteria in the laws and regulations must be amended.

*College Response:*

*Effective July 1, 2024, the college does not issue employment contracts for administrators.*

*Administrators receive appointment letters.*

*Employment contracts for senior cabinet members are still under consideration. Any severance pay will be detailed for lump sum amount.*

*The President's annual performance review is located on the BOT page of the college, including President's goals. The President's contract will also be posted once it's finalized.*

#### **4. INSTITUTIONAL RESEARCH/REPORTING**

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

The latest five years of Illinois Community College Board (ICCB) data submissions by Morton College were reviewed—generally this includes fiscal years 2020-2024 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 14 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2024 is up to \$69,733 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.

Morton College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Morton College officials have met ICCB deadlines for many submissions. Overall, Morton 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. Morton College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2025 and 2023 submissions were finalized more than one month late, the fiscal year 2024 submission was one week late, and the fiscal year 2021 submission was finalized two days past the reporting deadline. The submissions took between four and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 14 percent and 19 percent. The proportion of records with Pell Recipient was about 28 percent and the proportion of records with Subsidized Stafford Recipient was about one percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of the past five fiscal years; the fiscal year 2025 submission was finalized one week late, the fiscal year 2024 submission was one month late, and the fiscal year 2023 submission was finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Morton College met the reporting deadline in three of the five years reviewed; the fiscal year 2025 submission was finalized 13 days late, and the fiscal year 2023 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between two percent and eight 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. Morton College met the reporting deadline in two of the five years reviewed; the fiscal year 2025 submission was finalized three weeks late, the fiscal year 2024 submission was nearly six weeks late, and the fiscal year 2023 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four, and final AC submissions contained critical errors in each of the five years reviewed; the fiscal year 2025, 2023, and 2021 submissions each contained one critical error, the fiscal year 2024 submission contained three critical errors, and the fiscal year 2022 submission contained two 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 2024 submission was finalized more than three months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to eight, and there were no critical errors in the final submissions in five of the five years reviewed. Morton College met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2024 submission was finalized one week late. There has been consistency between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; there was a large discrepancy with the fiscal year 2024 submission (98 records).

**Noncredit Course Enrollment (N1)** data collection began in fiscal year 2000. Morton College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2025 submission was finalized nearly two months past the reporting deadline. N1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2022 submission contained one critical error. This data was verified by college officials as valid and accurate. The proportion of records with unknown Age ranged between four percent and nine percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between 12 percent and 31 percent across the five years studied. 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 three of the past five fiscal years; the fiscal year 2024 submission was finalized six weeks late, and the fiscal year 2023 submission was finalized six days past the reporting deadline. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2022 submission was finalized two days past the reporting deadline.

**Part B. Faculty/Staff Data Submissions.** The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 submission was finalized about four months late, the fiscal year 2023 submission was five and a half months late, the fiscal year 2022 submission was two days late, and the fiscal year 2020 submission was finalized three days past the reporting deadline. The number of submissions required to finalize these data ranged from two to eight. 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 2023 submission was finalized 11 days late, and the fiscal year 2022 submission was finalized two 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. Morton College met the submission deadline in one of the past five years reviewed; the fiscal year 2024 submission was finalized one and a half months late, the fiscal year 2023 submission was 13 days late, the fiscal year 2022 submission was two weeks late, and the fiscal year 2020 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011, 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. Morton College met the reporting deadline in four of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and the Bilingual Needs and Bilingual Pay Survey, and in one of the two 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 three of the past five fiscal years; the fiscal year 2024 submission was finalized two weeks late, and the fiscal year 2022 submission was finalized one day past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

**Compliance Recommendation:** None.

**Advisory (Quality) 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 Morton College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, 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:*

*The Office of Institutional Research (OIR) at Morton College is modifying its internal processes and procedures to improve the accuracy of its reporting and timeliness of its submissions. These changes include working with an external consultant to recreate all ICCB compliance reports using best practices in data management and reporting. Other changes include developing and implementing new strategies and solutions that will improve data quality and increasing collaboration with multiple departments to ensure data accuracy.*



**Appendix A**  
**Morton College (527) – Recognition Policy Studies Report Due Dates**

**Noncredit Course Enrollment Data (N1)**

<b>Fiscal Year Collected</b>	<b>2025</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – <b>(07/15)*</b>	09/11/24	07/17/23	07/14/22	11/12/21	07/15/20
# Submissions to Final	5	1	2	4	1
Timeliness	58 days late	on time	on time	on time	on time
Duplicated Head Count	1171	1067	870	1400	1168
Unduplicated Head Count	416	454	381	679	524
# Error Codes in Final Submission	3	2	1	2	2
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	11.27 percent	4.97 percent	6.32 percent	59.71 percent	6.08 percent
% Unknown Age in Final Submission no value or .	3.76 percent	4.50 percent	6.32 percent	8.50 percent	5.39 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	30.91 percent	28.68 percent	21.72 percent	12.07 percent	27.83 percent

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

**Annual Enrollment & Completion Data (A1)**

<b>Fiscal Year Collected</b>	<b>2025</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – <b>(08/01)*</b>	09/05/24	08/09/23	09/02/22	09/23/21	08/05/20
# Submissions to Final	4	5	4	5	5
Timeliness	35 days late	7 days late	32 days late	on time	2 days late
Head Count (total incl. 0 hrs enroll.)	5923	5596	5475	5474	6726
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	0	0	0	2
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.37 percent	0.00 percent	0.00 percent	0.00 percent	0.08 percent
% 0 Cumulative GPA in Final Sub.	26.52 percent	24.98 percent	25.06 percent	28.61 percent	28.53 percent
% 0 Cumulative Hours in Final Sub.	20.95 percent	19.10 percent	18.21 percent	19.80 percent	21.20 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	18.71 percent	16.17 percent	14.54 percent	13.96 percent	15.36 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	27.00 percent	27.13 percent	28.09 percent	28.83 percent	29.50 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.88 percent	0.34 percent	0.68 percent	1.00 percent	1.10 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)*	09/16/24	08/09/23	09/02/22	09/22/21	08/31/20
# Submissions to Final	4	1	3	2	2
Timeliness	13 days late	on time	1 day late	on time	on time
Record Count (duplicate completions)	585	598	622	620	600
Total Number of Completions from A1	N/A	596	622	619	600
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 no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	7.86 percent	7.02 percent	1.93 percent	5.00 percent	5.00 percent

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

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

### Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (09/01)*	09/10/24	10/03/23	09/02/22	09/23/21	09/01/20
# Submissions to Final	3	4	4	5	2
Timeliness – Data Due	7 days late	32 days late	1 day late	on time	on time
Head Count in Final Submission	5923	5596	5475	5474	6726
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	2	0	2	2
# 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)*	09/24/24	10/12/23	09/02/22	01/11/22	09/01/20
# Submissions to Final	3	4	3	2	2
Timeliness	21 days late	41 days late	1 day late	on time	on time
# Error Codes in Final Submission	2	3	1	2	1
# Critical Errors in Final Submission	1	3	1	2	1
% Records with Errors in Final Sub.	0.06 percent	0.28 percent	0.02 percent	0.36 percent	0.01 percent
% Dual Credit in Final	8.10 percent	7.50 percent	6.07 percent	3.71 percent	5.03 percent
% Remedial (PCS 14) in Final	3.91 percent	4.60 percent	6.11 percent	6.80 percent	10.40 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	2024	2023	2022	2021	2020
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Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (10/01)*	01/10/24	10/03/22	12/06/21	10/01/20	09/24/19
# Submissions to Final	8	3	3	2	3
Timeliness	100 days late	on time	on time	on time	on time
Head Count in Final Submission	3653	3753	3850	3618	4439
Discrepancy between E1 & Survey	-98	0	0	0	0
# Error Codes in Final Submission	4	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	3.77 percent	1.41 percent	0.57 percent	1.02 percent	0.13 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	100.00 percent	96.99 percent	96.55 percent	97.82 percent	97.14 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	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (10/01)*	10/09/23	10/03/22	09/30/21	10/01/20	10/01/19
Timeliness	7 days late	on time	on time	on time	on time
Head Count	3751	3753	3850	3618	4439
Discrepancy between E1 & Survey	+98	0	0	0	0

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

### Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (11/01)*	12/13/23	11/07/22	12/06/21	11/02/20	10/17/19
Timeliness	42 days late	6 days late	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)

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (11/15)*	03/22/24	03/28/23	12/02/21	10/15/20	10/18/19
# Submissions to Final	8	5	5	2	4
Timeliness	128 days late	162 days late	2 days late	on time	3 days late
# Error Codes in Final Submission	7	3	3	4	3
# Critical Errors in Final Submission	3	2	2	2	2
% Records with Errors in Final Sub.	40.77 percent	10.02 percent	5.58 percent	8.41 percent	4.83 percent
% Unknown Employment Class (8)	17.91 percent	19.78 percent	19.27 percent	25.99 percent	19.32 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 and FY 20

#### **Faculty Staff & Salary Supplementary Information**

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (11/15)*	11/15/23	10/28/28	12/02/21	10/15/20	10/15/19
# Submissions to Final	1	1	2	1	1
Timeliness	on time	11 days late	2 days late	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 and FY 20

#### **African American Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/06/23	12/20/22	01/13/22	12/08/20	01/13/20
Timeliness	on time	5 days late	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

#### **Asian American Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019



Final Submission Varies See Note*	12/06/23	12/20/22	01/13/22	12/08/20	01/13/20
Timeliness	on time	5 days late	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

### Bilingual Needs and Bilingual Pay Survey

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/06/23	12/20/22	01/14/22	12/09/20	01/13/20
Timeliness	on time	5 days late	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

### Hispanic Employment Plan Survey

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/06/23	12/20/22	01/13/22	12/08/20	01/13/20
Timeliness	on time	5 days late	on time	on time	on time

\*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

### Native American Employment Plan Survey

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note**	12/06/23	12/20/22	N/A*	N/A*	N/C
Timeliness	on time	5 days late	N/A*	N/A*	N/C

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

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

### Underrepresented Groups Report

<b>Fiscal Year Collected</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission Varies See Note*	02/15/24	02/10/23	02/02/22	02/02/21	02/28/20
Timeliness	14 days late	on time	1 day late	on time	on time

\*Due 02/01 in FY 24; 02/10 in FY23; 02/01 in FY22; 02/02 in FY 21; 02/28 in FY 20

### Spring Semester Enrollment Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (02/15)*	02/15/24	02/14/23	02/17/22	02/15/21	02/04/20
Timeliness	on time	on time	2 days late	on time	on time

\*Due 02/10 in FY 20

### 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)*	07/31/24	06/28/23	06/29/22	06/14/21	06/16/20
# Submissions to Final	6	3	4	2	4
Timeliness	44 days late	13 days late	14 days late	on time	1 day late
# Error Codes in Final Submission	5	3	2	2	3
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	13.46 percent	4.77 percent	10.28 percent	4.71 percent	5.44 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	4.14 percent
% Unknown Ethnicity** in Final unknown	29.40 percent	24.87 percent	25.16 percent	19.10 percent	14.81 percent
% Unknown Employment Class (8)	18.41 percent	17.84 percent	17.51 percent	23.58 percent	18.30 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 #10.1  
June 6, 2025

UNAPPROVED

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

Carl Sandburg College  
Room E241  
2400 Tom L. Wilson Blvd  
Galesburg, IL

March 21, 2025

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 21, 2025, meeting as recorded.

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

Acting 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: Maureen Banks, Mara Botman, Craig Bradley, George Evans, An-Me Chung, Marlon McClinton, Larry Peterson, and Lisa Dzeikan were present. Laz Lopez is attending virtually and will be voted into the meeting. Teresa Garate was not in attendance. A quorum was declared.

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

Acting Chair Jenkins asked for Board member, Chair Laz Lopez, to state for the record, name, location and reason that member is unable to physically attend the board meeting:

Arlington Heights, IL due to a work conflict

Acting Chair Jenkins stated that Board member Laz Lopez is unable to attend today's meeting due to work related issues. According to Section 7 of the Open Meetings Act, Laz Lopez may participate in today's meeting virtually and the Board needs a motion to allow them to attend.

Craig Bradley made a motion, which was seconded by Maureen Banks, to allow Board member Laz Lopez to participate in today's Board meeting virtually.

The motion was approved via unanimous voice vote.

**Item #2 - Announcements and Remarks by Dr. Sylvia Jenkins, Acting Board Chair**

Dr. Sylvia Jenkins is participating as the Acting Board Chair during this meeting. Dr. Jenkins began by stating the ICCB staff will be giving a presentation on the Governor's Budget Recommendations. She acknowledged the Governor has recommended a 3% increase for the system and has also recommended funding for every initiative from the previous year. All in all, ICCB and the system should be pleased with the proposal. At the last Board meeting, the federal government showed how quickly their changes were going to be implemented and there was a lot of uncertainty and fear in the system. That does not seem to have slowed down at all. In Education, we have seen the Dear Colleague letter and now with the confirmation of Linda McMahon, the Trump administration's plan to dismantle the Department of

Education is proceeding at a rapid pace. In this context, it is important that we reaffirm our goal around Equity and Inclusion. One of the most critical steps ICCB can take to advance the goals around equity is by supporting and implementing the community college baccalaureate in Illinois. Thanks are in order for the Presidents Council and the Trustees Association for their hard work in keeping this issue on the radar these past couple of years and for their work during this year to advance the community college baccalaureate. The Illinois Board of Higher Education has come out in support of the community college baccalaureate as well. Thank you to Governor Pritzker and Deputy Governor Torres for their leadership on this issue. With the Governor's support, ICCB has a real chance to get this program passed and in place this year. Contrary to myths that are out there, the competition for these students is not between the community college and the university, but between the community college baccalaureate and not going on to get a baccalaureate at all. Illinois has an opportunity to lead by example, demonstrating that the community colleges are more than just stepping stones to a university—they are institutions capable of providing high-quality, workforce-aligned baccalaureate programs that meet the needs of today's economy.

**Item #3 - Welcoming Remarks from Dr. Seamus Reilly, President, Carl Sandburg College**

President Reilly welcomed the Board and ICCB staff to Carl Sandburg College. He stated the college recently opened a new Science and technology building and newly renovated student center. He thanked everyone for their hard work and leadership.

**Item #4 - Board Member Comments**

There were no comments

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

Dr. Sylvia Jenkins reported she was out of the state at a conference in San Antonio and could not be at this meeting. The IBHE meeting was held at Prairie State College, in Chicago Heights, IL on March 12<sup>th</sup>.

**Item #5 – Executive Director Report**

Executive Director Brian Durham began by stating the events happening within the Federal level with the dismantling of the Department of Education will cause disruptions in many areas. Continue to complete the work and review all the information coming out on the occurring actions at the federal level.

He announced there would be plans to have a one day Board retreat at the end of July. This will be held in a neutral location such as Bloomington. The Board should plan on looking at strategies on how to proceed with the ICCB's Adequacy and Equity in Community College Funding report.

The ICCB just concluded its Senate Appropriations Committee Hearing. Dr. Bullock, as well as ICCB staff testified. Overall, it went well with very few questions. They seemed to be supportive of the proposal that was submitted. Hopefully, the budget will be passed by May 31<sup>st</sup>.

**Item #6 - ICCB's Adequacy and Equity in Community College Funding Work Group Presentation**

Dr. Carrie Henderson from TSG Advisors joined the meeting via webex and presented an overview of the Working Group's report submitted to ICCB. The presentation covered the process used to develop the recommendations and provided a high-level summary of the definitions, key findings, and recommendations. This session was intended to familiarize board members with the report in preparation for a more in-depth discussion at the board retreat this summer.

\*\*\*\*\*

At this time, the Board took a break at 10:48 a.m. and returned at 10:58 a.m.

\*\*\*\*\*

## **Item #7 - Advisory Organizations**

### **Item #7.1 – Illinois Community College Trustees Association**

Mr. Jim Reed was unable to make the meeting.

### **Item #7.2 - Illinois Community College Faculty Association**

The ICCFA is looking to expand in some areas, such as, professional development, advocacy, and outreach. In alignment with these, the association is looking at how to structure their annual conference. This conference is scheduled for November 7<sup>th</sup>. This conference could be held in person or by a virtual format to remove barriers in participation. The Association has implemented a new process as of February 2025 for faculty to submit reports and papers to share best practices in Illinois classrooms. More information can be found on their webpage. The Association is also in agreement and support of the baccalaurate degree. They concluded their report by expressing concerns regarding HB 3516.

### **Item #7.3 - Illinois Council of Community College Presidents**

Dr. Keith Cornille stated the Council is continuing to be focused on the legislative agenda, which includes the community college baccalaurate and dual credit. The Presidents have continued to be active and involved by speaking with legislators and speaking with students. The Presidents continue to discuss the events going on at the Federal level.

### **Item #7.4 - Adult Education and Family Literacy Council**

Dr. Margaret Segersten began by stating the Council has been working on alternative placement for adult education students. There are some different options as far as using a process test in order to place students into a class. Another area they are reviewing are the workplace skills programs and what those employers want from those students to be able to move them along. Another area the Council is looking at is the HSE expansion. They are looking at providing a mobile lab so the students have easier access to take the tests. The third area being reviews is the funding formula. Their next meeting is in April which will reveal the final recommendations.

## **Item #8 - Committee Reports**

### **Item #8.1 - Academic, Workforce, and Student Support**

The committee met on the morning of March 21<sup>st</sup> at 8:00a with Marlon McClinton, Mara Botman, Maureen Banks, Craig Bradley, in attendance. The committee discussed the following: Adult Education and Literacy Update; Adult Education and Literacy (Report)-which is an information item; Early Childhood Access Consortium for Equity ECACE Report (ECACE); the Program Approval Process; the New Units of Instruction; and items going to the next meeting.

### **Item #8.2 - Finance, Budgeting, Accountability and External Affairs**

The committee met on the morning of March 21st at 8:00a with George Evans, Larry Peterson, Sylvia Jenkins, Lisa Dziekan, and An-Me Chung in attendance. The following items were discussed: Community College Month (April); Governor's Fiscal Year 2026 Budget Recommendations; Spring 2025 Legislative Update; Impact of Federal Actions; and Spring 2025 Illinois Community College Opening Enrollment Report.

#### **Item #8.2a - Presentation on Governor's Fiscal Year 2026 Budget Recommendations**

On February 19, 2025, Governor Pritzker announced his proposed fiscal year 2026 budget in a joint address to the General Assembly and Illinois residents. The fiscal year 2026 budget highlighted the previous six years of budget discipline, resulting in State of Illinois debt reduction and credit rating upgrades, additional funding for pension systems, and investments in infrastructure, education, childcare, health and social services. The proposed budget continues the commitment to fiscal discipline along with continued investments in the Governor's key priorities, including early childhood education and

Item #10.1  
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childcare, college affordability, healthcare, workforce development, and continued economic development. It also includes a 3% increase (\$9 million) over fiscal year 2025 appropriations for Base Operating, Equalization and City Colleges grants. The budget recommendation also includes continued funding for Dual Credit, Non-Credit Workforce Programs, Advanced Manufacturing-Electric Vehicles, Mental Health Early Action on Campus, Homelessness Prevention, PATH, Adult Education, and Career & Technical Education. Additionally, the budget recommends a \$10 million increase in funding for MAP. A presentation was given during the Board meeting.

**Item #8.2b - Spring 2025 Legislative Session Presentation**

The 104<sup>th</sup> General Assembly is in full swing. Legislators have filed over 6,600 bills in the Senate and over 4,000 bills in the House. The deadline for legislators to get their bills out of committee is March 21<sup>st</sup>. The adjournment deadline is scheduled for May 31, 2025. Matt Berry provided an oral presentation on important higher education legislation during the Board meeting. A written report was also provided.

**Item #9 - ICCB Agency Website Preview**

In 2022, the ICCB began the process of creating a new agency website. The agency is currently on route to launch the new website on July 1, 2025. The new website will address several shortcomings and challenges associated with the user experience on the current [www.iccb.org](http://www.iccb.org) site. The new website will streamline the user navigation experience, reduce duplication of webpages and information, and significantly reduce the complexity of a website with over 700 individual pages. The new website also improves the mobile functionality, enhances language translation capabilities, and updates the search feature. The last fifteen months of design and development have been divided into three phases summarized below.

**December 2023-April 2024 – Initial troubleshooting, design and site audit:**

- Troubleshooting: As the site had been sitting stagnant between department hires, investigation of the WordPress installation and design revealed a series of issues that had to be resolved for the redesign to successfully continue, including:
  - WordPress Updates - many of the website design elements were out of date and broken, requiring manual updates and maintenance to fix.
  - Update HTML Code and Create New CSS Style Sheets – website code was updated and new CSS style sheets were created and tested to correct for site speed problems, display errors, and corrupt fonts and icons.
  - Mobile Functionality Restored - mobile functionality was broken across all browsers, resulting in an unusable mobile experience across desktops, tablets, and phones, requiring the entire mobile framework of the website to be redesigned with new code.
- Website Audit: A conventional and necessary website audit had never been properly performed. Multiple Installations existed as “sub-sites” often containing redundant information and pages. These pages needed to be catalogued and cross referenced with similar pages to determine eligibility for inclusion in the new site.

**April 2024-December 2024 – Redesign, Page Elimination, Functionality and Staging:**

- Website Redesign: A consistent look and feel was established between pages, creating a user experience that feels less disjointed, making sure fonts and colors are all similar and displayed accordingly.
- Functionality:
  - A new search bar was incorporated, replacing the previous search option that took the user “off-site” which resulted in a disjointed experience.
  - A new language translation service was installed with options including the ability to translate everything on the page, not just the body text.
  - New caching features were explored for the site to run faster and more efficiently.

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- An accordion to hide and reveal large amounts of information was encoded on text heavy pages to eliminate needless scrolling.
- Page Elimination: Over 700 individual website pages were condensed to less than 70 percent of that number by implementing a new sub-navigation system, allowing many smaller pieces of information to exist on the same page, yet still giving each of these elements their own dedicated URLs to be shared easily.
- Staging: The agency lacked a proper staging environment for website development. Development of a staging environment was necessary so that changes to the website could easily be reversed and testing could occur outside of public view.

**December 2024-Current – Server Creation, Migration, Testing, and Division Pages:**

- Server Creation, Migration and Testing: Our existing website server slowed the site down and caused “404” or “the page could not be reached” errors intermittently. The agency’s IT division created a new virtual server and migrated the website to this new server.
- Division Page Design: In order to aggregate the sheer volume of pages, divisions were asked to comb through their pages and condense information as well as eliminate information that was either redundant or no longer relevant. Those pages are still being worked on as individual meetings to clarify and explain have been necessary.

The site will be tested for speed and caching prior to its migration to the primary server and “going-live.” Revisions, additions of missing data and information, and new website functions and features will be worked on throughout that initial launch and beyond. The website design process is anticipated to continue well beyond the official public launch.

**Item #10 - New Units**

**Item #10.1 - Permanent Approval: Permanent Approval: Kennedy-King College, Lake Land College, Malcolm X College, Oakton Community College, John Wood Community College**

George Evans made a motion, which was seconded by Maureen Banks, 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**

Kennedy-King College

- Master Builder Advanced Certificate (50 credit hours)

Lake Land College

- Criminology Security Studies Certificate (33 credit hours)

Malcolm X College

- Medical Laboratory Technician A.A.S. degree (69 credit hours)

Oakton Community College

- AI and Machine Learning Certificate (40 credit hours)

John Wood Community College

- Ag Mechanics A.A.S. degree (64 credit hours)

The motion was approved via unanimous voice vote.

**Item #11 - Recognition of the Illinois Community Colleges**

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

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**Item #11.1 - Lincoln Land Community College, Illinois Valley Community College**

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

Illinois Valley Community College, District 513  
Lincoln Land Community College, District 526

The motion was approved via unanimous voice vote.

**Item #12 - Adoption of Minutes**

Marlon McClinton made a motion, which was seconded by George Evans, to approve the following motion:

**Item #12.1 - Minutes of the January 31, 2025 Board Meeting**

The Illinois Community College Board hereby approves the Board minutes of the January 31, 2025, meeting as recorded.

The motion was approved via unanimous voice vote.

**Item #13 - Information Items**

There was no discussion.

**Item #13.1 - Fiscal Year 2025 Financial Statements**

**Item #13.2 - Fiscal Year 2024 Adult Education and Literacy Report to the Governor and General Assembly**

**Item #13.3 - Early Childhood Access Consortium for Equity Report and Scholarship Policy Brief**

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

**Item #13.5 - ICCB Spring 2025 Illinois Community College Opening Enrollment Report**

**Item #14 - Other Business**

There was no other business.

**Item #15 - Public Comment**

There was no public comment.

**Item #16 - Executive Session**

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

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

A voice vote was taken with the following results:

Maureen Banks	Yea	An-Me Chung	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
George Evans	Yea	Marlon McClinton	Yea
Lisa Dziekan	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Sylvia Jenkins	Yea

The motion was approved. The Board entered executive session at 12:07 p.m.



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\* \* \* \* \*

Mara Botman made a motion, which was seconded by Maureen Banks, to reconvene Public Session at 12:33 p.m.

A voice vote was taken with the following results:

Maureen Banks	Yea	An-Me Chung	Yea
Mara Botman	Yea	Sylvia Jenkins	Yea
George Evans	Yea	Marlon McClinton	Yea
Lisa Dziekan	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Sylvia Jenkins	Yea

The motion was approved.

**Item #17 - Executive Session Recommendations**

There were no recommendations.

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

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

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; 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; and September 27, 2024 are to remain confidential. All other Executive Session Minutes are available for public inspection.

The motion was approved via unanimous voice vote.

**Item #19 - Adjournment**

Mara Botman made a motion, which was seconded by Larry Peterson, to adjourn the Board meeting at 12:34 p.m.

The motion was approved via unanimous voice vote.

Illinois Community College Board

**CALENDAR YEAR 2026 BOARD MEETING DATES AND LOCATIONS**

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2026:

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2026 Board Meeting Dates and Locations listed below:

**Calendar Year 2026 Board Meeting Dates and Locations**

**January 30**

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

**March 20**

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

**June 5**

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

**July**

Subject to Call

**August**

Board Retreat – TBD

**September 25**

9:30 a.m. – Lewis & Clark Community College, Godfrey

**December 4**

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.

Illinois Community College Board

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

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2026.

**BACKGROUND**

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

Since several of the fiscal year 2026 grants and contracts will be negotiated during June, July, and August, this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS  
AMONG LINE ITEMS**

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2026 appropriated operating line items, as needed.

**BACKGROUND**

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. The annual Budget Implementation bill sets the percentage that will be allowed in the next fiscal year. In fiscal year 2025 the rate was two percent. Transfers exceeding the set percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Illinois Community College Board

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

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

<b><u>Funding Source</u></b>	<b><u>Contractor</u></b>	<b><u>Estimated Amount*</u></b>	<b><u>Contract Period</u></b>	<b><u>Description</u></b>
All funds /allocated	IL Community College System Foundation	\$630,962	7/01/25 – 6/30/26	Rental of Office Space (+4 <sup>th</sup> Flr)
GED/GRF	Turn-Key Solutions International, Inc.	\$227,267	7/01/25 – 6/30/26	<i>Sole Source Provider:</i> High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	\$26,640	7/01/25 – 6/30/26	<i>Sole Source Provider:</i> Data submission to feds
GRF/Allocated	Sorling Northrup	\$30,000	7/01/25 – 6/30/26	<i>Sole Source Provider:</i> ICCB Legal Services
EDP	Executive Information Systems	\$23,872	7/01/25 – 6/30/26	<i>Master Contract:</i> SAS Server License
ILDS/SCTE/ Fed Trust	TBD	\$59,988	7/01/25 – 6/30/26	Communications Consultant
GRF	Crowe LLP	\$40,000	DOE – 12/31/25	<i>Master Contract:</i> FY25 GAAP Package Preparation
GED/GRF	GED Testing Services, LLC.	\$450,000	7/01/25 – 6/30/26	<i>Sole Source Provider:</i> ILSAVE Discount Program for GED Testing

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<b><u>Funding Source</u></b>	<b><u>Contractor</u></b>	<b><u>Estimated Amount*</u></b>	<b><u>Contract Period</u></b>	<b><u>Description</u></b>
TBD	TBD	\$300,000	12/01/25-6/30/27	<i>RFP:</i> Adult Ed Management Information System

- \* Amounts are estimated based on the Fiscal Year 2025 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.



Illinois Community College Board

FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT  
July 1, 2024 – April 30, 2025

<b>STATE GENERAL FUNDS*</b>	<b>FY 2025 Appropriation</b>	<b>Year -to-Date Expenditures</b>	<b>% Expended</b>
<b>GENERAL REVENUE FUND</b>			
GRANTS TO COLLEGES AND PROVIDERS	\$ 139,076,460	\$ 93,737,388	67.4%
ADULT EDUCATION	35,582,100	35,344,871	99.3%
GED TESTING PROGRAM	1,348,420	1,118,898	83.0%
CAREER & TECH EDUCATION	18,972,900	18,500,652	97.5%
OFFICE ADMINISTRATION	3,675,510	2,547,069	69.3%
<b>TOTAL</b>	<b>\$ 198,655,390</b>	<b>\$ 151,248,878</b>	<b>76.1%</b>
<b>EDUCATION ASSISTANCE FUND</b>			
GRANTS TO COLLEGES AND PROVIDERS	\$ 182,233,610	\$ 143,475,008	78.7%
<b>TOTAL</b>	<b>\$ 182,233,610</b>	<b>\$ 143,475,008</b>	<b>78.7%</b>
<b>SPECIAL STATE FUNDS *</b>			
CONTRACTS AND GRANTS FUND	\$ 10,000,000	\$ 918,403	9.2%
GED TESTING FUND	100,000	9,967	10.0%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	1,960	2.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
<b>TOTAL</b>	<b>\$ 115,770,000</b>	<b>\$ 106,500,329</b>	<b>92.0%</b>
<b>FEDERAL FUNDS*</b>			
FEDERAL ADULT EDUCATION FUND	\$ 24,559,497	\$ 9,842,060	40.1%
FEDERAL CAREER & TECH ED FUND	20,367,341	8,503,765	41.8%
ICCB FEDERAL TRUST FUND	625,000	395,864	63.3%
<b>TOTAL</b>	<b>\$ 45,551,838</b>	<b>\$ 18,741,689</b>	<b>41.1%</b>
<b>GRAND TOTAL, ALL FUNDS</b>	<b>\$ 542,210,838</b>	<b>\$ 419,965,904</b>	<b>77.5%</b>

\* See detail on following pages.

**FISCAL YEAR 2025 APPROPRIATION SUMMARY**  
**REPORT State General Funds**  
**July 1, 2024 – April 30, 2025**

<b><u>GENERAL REVENUE FUND</u></b>	<b>FY 2025 Appropriation</b>	<b>Year-to-Date Expenditures</b>	<b>% Expended</b>
<b>GRANTS TO COLLEGES AND PROVIDERS</b>			
City Colleges of Chicago	\$ 15,201,800	\$ 15,201,800	100.0%
PATH Grants	\$ 15,000,000	\$ 14,999,951	100.0%
Bridge and Transition	9,568,183	9,352,990	97.8%
Workforce Equity Initiative	19,226,217	19,203,259	99.9%
East St. Louis Educational Center	1,447,900	1,198,788	82.8%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	650,360	360,515	55.4%
Small College	548,400	548,396	100.0%
Performance Grants	359,000	358,990	100.0%
Lincoln's Challenge Program	60,200	8,000	13.3%
Alternative Schools Student Re-enrollment	4,000,000	3,350,000	83.8%
Transitional Math and English Development (TIME and DEV)	1,000,000	421,908	42.2%
SWIC Lindenwood Center	5,900,000	4,425,000	75.0%
Advanced Manufacturing & Electric Vehicles	9,000,000	6,084,660	67.6%
Mental Health Early Action on Campus Grant	6,000,000	5,698,515	95.0%
Trade Schools	5,000,000	4,711,716	94.2%
Digital Instruction for Adult Education	2,000,000	1,917,156	95.9%
Noncredit Workforce Program	5,175,000	4,557,228	88.1%
Dual Credit Grants	3,175,000	83,879	2.6%
English Language Services	750,000	529,632	70.6%
Rock Valley Science	500,000	500,000	100.0%
Homelessness Prevention	250,000	225,004	90.0%
Workforce DEV Program 1	15,000,000	-	0.0%
Workforce DEV Program 2	15,000,000	-	0.0%
<b>TOTAL</b>	<b>\$ 139,076,460</b>	<b>\$ 93,737,388</b>	<b>67.4%</b>
<b>OFFICE ADMINISTRATION</b>			
	\$ 3,675,510	\$ 2,547,069	69.3%
<b>TOTAL</b>	<b>\$ 3,675,510</b>	<b>\$ 2,547,069</b>	<b>69.3%</b>
<b>ADULT EDUCATION</b>			
Adult Education Basic Grants	\$ 23,483,600	\$ 23,383,600	99.6%
Adult Education Basic Admin	300,000	165,831	55.3%
Adult Education Performance Grants	11,798,500	11,795,440	100.0%
<b>TOTAL</b>	<b>\$ 35,582,100</b>	<b>\$ 35,344,871</b>	<b>99.33%</b>
<b>GED TESTING PROGRAM</b>			
	\$ 1,348,420	\$ 1,118,898	83.0%
<b>TOTAL</b>	<b>\$ 1,348,420</b>	<b>\$ 1,118,898</b>	<b>83.0%</b>
<b>CAREER &amp; TECHNICAL EDUCATION</b>			
CTE LPN RN	\$ 500,000	\$ 500,000	100.0%
CTE Administration	644,450	227,898	35.4%
CTE Formula	16,753,500	16,753,500	100.0%
CTE Early School Leavers Grants	190,000	190,000	100.0%
CTE Early School Leavers Administration	84,950	29,255	34.4%
CTE Corrections	800,000	800,000	100.0%
<b>TOTAL</b>	<b>\$ 18,972,900</b>	<b>\$ 18,500,652</b>	<b>97.5%</b>

**EDUCATION ASSISTANCE FUND**

**GRANTS TO COLLEGES AND PROVIDERS**

Base Operating	\$ 100,636,010	\$ 75,477,008	75.0%
Equalization	81,597,600	67,998,000	83.3%
<b>TOTAL</b>	<b>\$ 182,233,610</b>	<b>\$ 143,475,008</b>	<b>78.7%</b>

<b>GRAND TOTAL</b>	<b>\$ 380,889,000</b>	<b>\$ 294,723,886</b>	<b>77.4%</b>
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**FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT**

**Federal Funds  
July 1, 2024 – April 30, 2025**

<b><u>FEDERAL FUNDS*</u></b>	<b>FY 2025 Appropriation</b>	<b>Carryover/Transfer</b>	<b>Year-to-Date Expenditures</b>	<b>% Expended</b>
<b>FEDERAL ADULT EDUCATION FUND</b>				
<b>GRANTS TO PROVIDERS</b>				
Federal Basic	\$ 17,685,580		\$ 7,027,829	39.7%
Federal Basic Leadership	1,490,000		1,114,806	74.8%
EL Civics Grants	2,951,769	1,356,461	860,505	20.0%
	<u>\$ 22,127,349</u>	<u>\$1,356,461.00</u>	<u>\$ 9,003,141</u>	<u>38.3%</u>
<b>ADMINISTRATION</b>				
Federal Basic	\$ 632,031		\$ 508,818	80.5%
EL Civics	155,356		87,801	56.5%
Leadership	288,300		242,300	84.0%
	<u>\$ 1,075,687</u>	<u>\$ -</u>	<u>\$ 838,919</u>	<u>78.0%</u>
<b>TOTAL</b>	<b><u>\$ 23,203,036</u></b>	<b><u>\$ 1,356,461</u></b>	<b><u>\$ 9,842,060</u></b>	<b><u>40.1%</u></b>
<b>FEDERAL CAREER AND TECHNICAL EDUCATION FUND</b>				
<b>GRANTS</b>				
Perkins Program Grants	\$ 18,365,838		\$ 7,099,407	38.7%
Perkins Leadership	1,050,330		1,004,614	95.6%
Perkins Corrections	403,120		-	0.0%
Reserve	-		-	0.0%
	<u>\$ 19,819,288</u>	<u>\$ -</u>	<u>\$ 8,104,020</u>	<u>40.9%</u>
<b>ADMINISTRATION</b>				
CTE Federal	\$ 548,053		\$ 399,745	72.9%
<b>TOTAL</b>	<b><u>\$ 20,367,341</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 8,503,765</u></b>	<b><u>41.8%</u></b>
<b>ICCB FEDERAL TRUST FUND</b>				
ADMINISTRATION	\$ 625,000		\$ 395,864	63.3%
<b>TOTAL</b>	<b><u>\$ 625,000</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 395,864</u></b>	<b><u>63.3%</u></b>
<b>GRAND TOTAL, FEDERAL FUNDS</b>	<b><u>\$ 44,195,377</u></b>	<b><u>\$ 1,356,461</u></b>	<b><u>\$ 18,741,689</u></b>	<b><u>41.1%</u></b>

*\* Expenditures from these funds cannot exceed receipts.*

**FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT**

**Special State Funds  
July 1, 2024 – April 30, 2025**

**SPECIAL STATE FUNDS\***

	FY 2025 Appropriation	Year-to-Date Expenditures	% Expended
<b>CONTRACTS AND GRANTS FUND*</b>			
<b>GRANTS</b>			
ILCCO	\$ -	\$ -	
Lumina Grant		13,300	
Department of Energy IAC Grant		-	
ISAC FAFSA Grant		150,032	
IBHE Data Dashboard		-	
Tutoring Initiative		716,994	
<b>ADMINISTRATION</b>			
Tutoring Initiative		-	
ILCCO		27,577	
Department of Energy IAC Admin		10,500	
	\$ 10,000,000	\$ 918,403	9.2%
<b>GED TESTING FUND*</b>			
	\$ 100,000	\$ 9,967	10.0%
<b>ICCB RESEARCH &amp; TECHNOLOGY FUND*</b>			
	\$ 100,000	\$ 1,960	2.0%
<b>PERSONAL PROPERTY REPLACEMENT TAX FUND</b>			
	\$ 105,570,000	\$ 105,570,000	100.0%
<b>GRAND TOTAL, SPECIAL FUNDS</b>			
	\$ 115,770,000	\$ 106,500,329	92.0%

\* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

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

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

**PERMANENT PROGRAM APPROVAL**

**College of DuPage**

- Horticulture Therapy Certificate (12 credit hours)

**Kaskaskia College**

- Correctional Professionals Certificate (24 credit hours)

**Rend Lake College**

- Renewable Energy Certificate (16 credit hours)

**Shawnee Community College**

- Patient Care Technician Certificate (17 credit hours)

**Southeastern Illinois College**

- Pharmacy Technician Certificate (17 credit hours)
- Phlebotomy Certificate (16 credit hours)

**Triton College**

- Electric Vehicle Charger Installation and Maintenance Certificate (17 credit hours)



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

**FISCAL YEAR 2024**

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***March 2025***

Compiled by ICCB

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

Jay Brooks, Associate Deputy Director for Research and Analytics

Michelle Dufour, Director for Research and Analytics

Cecilia Elhaddad, Data Analyst

Mitchell Gaffney, Data Analyst

Jana Ferguson, Consultant, Data and Research Services

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## INTRODUCTION

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

### Highlights of Dual Credit in Fiscal Year 2024:

- In Illinois, during fiscal year 2024, a total of 91,017 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses.
- About one in five students (20.9 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 16,288 dual credit courses in fiscal year 2024, which was an increase of 11.3 percent from the previous year (N = 14,638).
- Overall, in fiscal year 2024, dual credit duplicated (seat count) enrollment (N = 182,093) increased 11.5 percent compared to one year ago (N = 163,283).
- High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.

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

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## DUAL CREDIT DEFINITION AND LEGISLATIVE BACKGROUND

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

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

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

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

The amended Dual Credit Quality Act ([Public Act 102-0516](#)) further stipulated that each community college district shall provide access to higher education for students with disabilities, including, but not limited to, students with intellectual or developmental disabilities. Each community college is encouraged to offer for-credit and noncredit courses as deemed appropriate for the individual student based on the student's abilities, interests, and postsecondary transition goals, with the appropriate individualized supplementary aids and accommodations, including general education courses, career and technical education, vocational training, continuing education certificates, individualized learning paths, and life skills courses for students with disabilities. In addition, each community college is strongly encouraged to have its disability services coordinator participate in meetings held by high schools to provide information to the student's IEP team, including the student and the student's parents, about the community college and the availability of courses and programs at the community college.

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

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

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

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

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### CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

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#### OVERALL HEADCOUNT

The Illinois Community College System recorded a total of 91,017 high school students enrolled in dual credit courses during fiscal year 2024. Currently, **all** Illinois community colleges offer dual credit courses.

**Table 1** provides the comparison of annual dual credit headcount enrollments in Illinois public community colleges in fiscal years 2020 through 2024. Annual dual credit enrollments increased 10.2 percent compared to the previous year (N = 82,602) and 31.3 percent compared to five years ago (N = 69,299). Among Illinois' 48 colleges, 28 colleges reported more than 1,000 dual credit enrollments in fiscal year 2024. **College of DuPage** reported the most dual credit enrollments (N = 8,825), followed by **Joliet Junior College** (N = 5,571), and **Harper College** (N = 5,528) (Appendix Table A-1).

*Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2024.*

High school students enrolled in dual credit courses comprised **20.9 percent of all credit enrollment** (N = 435,426) at Illinois community colleges in fiscal year 2024. Dual credit students comprised more than twenty percent of all credit enrollments in twenty-eight Illinois community colleges, more than ten percent in 43 colleges, and fewer than five percent in one college. **Kaskaskia College** reported the largest proportion of dual credit enrollment in comparison to the college's total credit enrollment in fiscal year 2024 (46.2 percent), followed by **South Suburban College** (42.3 percent) and **Highland Community College** (37.6 percent) (Appendix Table A-2).

**Table 1**  
**Comparison of Annual Dual Credit Enrollments in Illinois Public Community Colleges**  
**Fiscal Years 2020-2024**

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Headcount	69,299	66,788	75,507	82,602	91,017
% Change	8.1%	-3.6%	13.1%	9.4%	10.2%

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

#### CHARACTERISTICS OF GENDER AND RACE/ETHNICITY

**Table 2** shows that females constitute a slight majority (51.8 percent) of high school students enrolled in community college courses in fiscal year 2024 (Appendix Table A-3). Gender classifications are aligned with U.S. Department of Education collection and reporting standards.

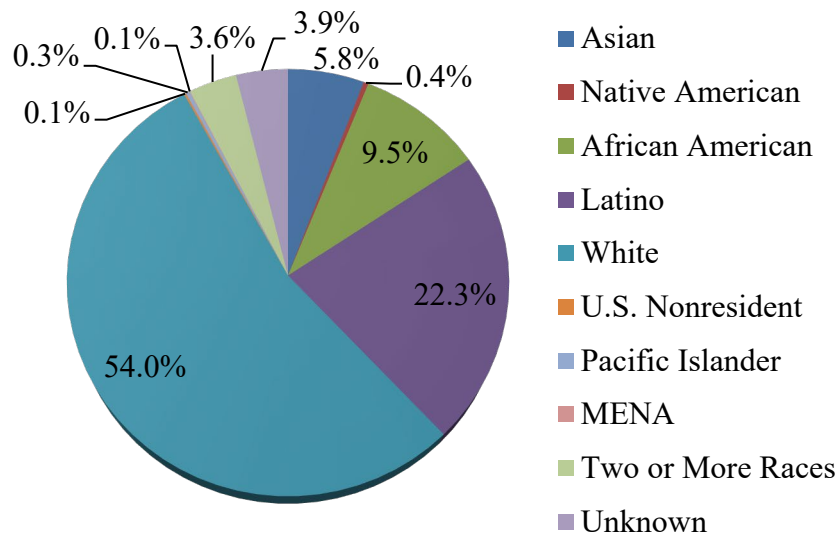
**Table 2**  
**Dual Credit Enrollment by Gender in Fiscal Year 2024**

Gender	Number	Percent
Male	43,192	47.5%
Female	47,118	51.8%
Unknown or Another Gender	707	0.8%
Total	91,017	100.0%

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

**Figure 1** depicts the race/ethnicity of high school students enrolling in community college dual credit courses in fiscal year 2024. More than half of dual credit students were White (54.0 percent). Latino dual credit students accounted for 22.3 percent and African American students for 9.5 percent in fiscal year 2024. Students identifying themselves as Asian (5.8 percent), Two or More Races (3.6 percent), Native American (0.4 percent), Pacific Islander (0.3 percent), U.S. Nonresident (0.1 percent), and Middle Eastern or North African (MENA; 0.1 percent) represented a small portion of dual credit students (Appendix Table A-4). Dual credit participation was lower among minority high school students than White high school students in fiscal year 2024. Out of 223,222 minority students (whose ethnicity was known) enrolled in credit coursework in Illinois public community colleges in fiscal year 2024, 17.2 percent of students were enrolled in dual credit courses (N = 38,298). In comparison, out of 195,419 White students enrolled in credit coursework in Illinois public community colleges in fiscal year 2024, 25.2 percent of students were enrolled in dual credit courses (N = 49,161).

**Figure 1**  
**Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2024**

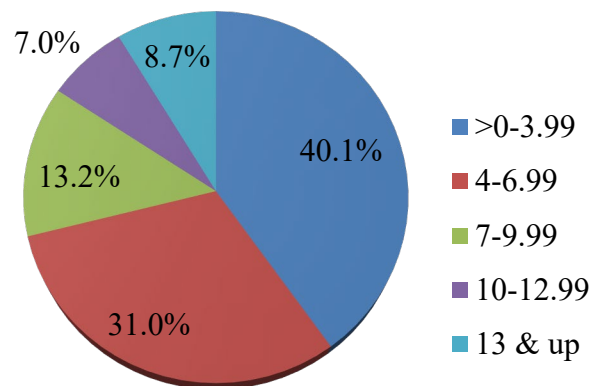


**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data**

#### CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

**Figure 2** displays dual credit enrollment by number of enrolled credit hours in fiscal year 2024. Of the 91,017 high school students that enrolled in dual credit coursework in fiscal year 2024, four out of ten students (40.1 percent) enrolled in college-level coursework of fewer than four credit hours, nearly one out of three students (31.0 percent) enrolled in between four and fewer than seven credit hours, one out of five students (20.2 percent) enrolled in between seven and fewer than thirteen credit hours, and one out of twelve students (8.7 percent) enrolled in 13 or more credit hours of college-level coursework in fiscal year 2024 (Appendix Table A-5).

**Figure 2**  
**Dual Credit Headcount Enrollment by Number of Enrolled Hours**  
**Fiscal Year 2024**



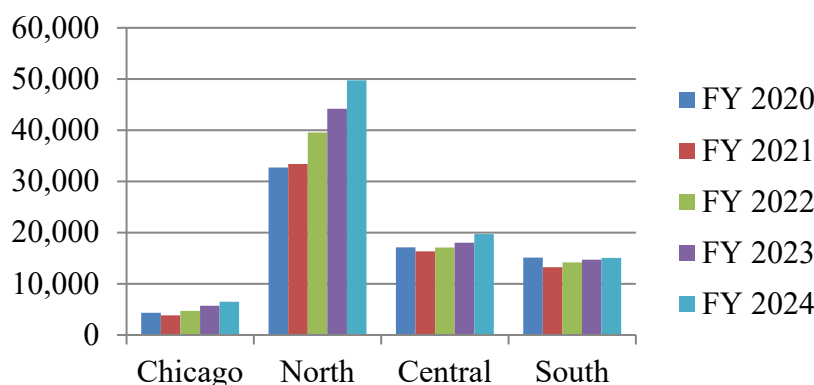
**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data**



## GEOGRAPHIC REGION

**Figure 3** compares dual credit enrollment by geographic region. Illinois community colleges in the North region (N = 49,754) had the most dual credit students in fiscal year 2024 followed by the geographic regions of Central (N = 19,704), South (N = 15,061), and Chicago (N = 6,498). From fiscal year 2020 to 2024, the largest increase in dual credit occurred in North (+52.1 percent), followed by Chicago (+49.8 percent), and Central (+15.1 percent), while South experienced a decrease in dual credit enrollment (-0.4 percent). The list of colleges in each geographic region is provided in Appendix C.

**Figure 3**  
**Dual Credit Enrollment by Geographic Region in Fiscal Years 2020-2024**



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

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## DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

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

## OVERALL COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 16,288 dual credit courses (duplicated) in fiscal year 2024, which was an increase 11.3 percent from the previous year (N = 14,638). Dual credit courses accounted for 12.2 percent of all credit courses (N = 133,490) and 14.3 percent of all Transfer or Career and Technical Education courses in fiscal year 2024 (N = 114,145). Appendix Table B-1 provides dual credit course count in fiscal years 2020 through 2024 for each community college. **Southwestern Illinois College** reported the most dual credit courses (N = 1,156), followed by **Rock Valley College** (N = 857) and **College of DuPage** (N = 844). Compared with the previous year, 37 colleges reported an increase in the number of dual credit courses, while nine reported decreases. Two colleges experienced little or no change (less than one percent).



Duplicated dual credit course enrollments totaled 182,093 in fiscal year 2024, which was an increase of 11.5 percent compared to 2023 (N = 163,283). Among Illinois' community colleges, 37 colleges reported increases in dual credit enrollments, while nine colleges exhibited decreases in comparison to fiscal year 2023. Two colleges experienced little or no change (less than one percent). Dual credit course enrollment accounted for 12.1 percent of all credit course enrollments (N = 1,504,910) and 13.6 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,342,430) in fiscal year 2024. **College of DuPage** reported the most dual credit enrollments (N = 13,363) in fiscal year 2024, followed by **McHenry County College** (N = 12,020) and **Southwestern Illinois College** (N = 10,124) (Appendix Table B-2).

*More than one hundred eighty-two thousand enrollments occurred across dual credit courses in fiscal year 2024.*

As seen in **Table 3**, the average dual credit class size was 11.2 students per class in fiscal year 2024, a 0.2 percent increase from 2023 (N = 11.2). The average dual credit class size ranged from 4.9 students at Wabash Valley College to 24.3 students at Kankakee Community College in fiscal year 2024 (Appendix Table B-3).

**Table 3**  
**Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size**  
**Fiscal Years 2020-2024**

	2020	2021	2022	2023	2024
Number of Courses	12,569	13,314	13,543	14,638	16,288
Number of Enrollments	133,394	130,943	146,391	163,283	182,093
Average Class Size	10.6	9.8	10.8	11.2	11.2

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

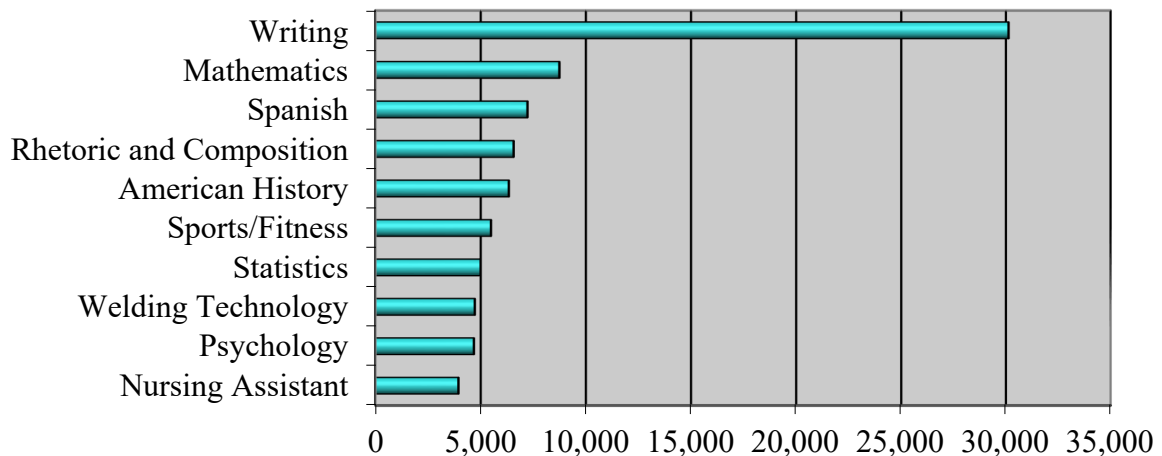
The Classification of Instructional Programs (CIP) was updated for 2020. The five highest dual credit course enrollments by program area (2-digit CIP) in fiscal year 2024 were in English Language and Literature/Letters (N = 38,907); Mathematics and Statistics (N = 16,562); Business, Management, Marketing, and Related Support Services (N = 16,540); Health Professions and Related Programs (N = 11,763); and Foreign Languages, Literatures, and Linguistics (N = 8,648) (Appendix Table B-14).

Appendix Table B-15 provides statewide dual credit course enrollment by Career Cluster. Guidance from the Department of Education resulted in the reclassification of some CIPs to the “Other / Transfer” category” in fiscal year 2020. Excluding the Other and non-CTE related CIPs, the top five Career Clusters in fiscal year 2024 were Science, Technology, Engineering and Mathematics (N = 29,937); Business Management and Administration (N = 17,044); Manufacturing (N = 12,729); Human Services (N = 11,374); and Education and Training (N = 8,113). The Career Cluster brand is a registered trademark of [Advance CTE](#).

Course enrollments in the ten largest programs accounted for 45.5 percent (N = 82,833) of all dual credit course enrollments in fiscal year 2024. As depicted in **Figure 4**, the ten highest dual credit enrollments overall by 6-digit Classification of Instructional Programs (CIP) code in fiscal year 2024 were in Writing, General, which was formerly reported under English Composition (N = 30,125); Mathematics, General (N = 8,743); Spanish Language and Literature (N = 7,226);

Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 6,568); American History (United States) (N = 6,340); Sports, Kinesiology, and Physical Education/Fitness, General (N = 5,489); Statistics, General (N = 4,998); Welding Technology/Welder (N = 4,721); Psychology, General (N = 4,680); and Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 3,943). All ten largest programs experienced increases from 2023 (Appendix Table B-4).

**Figure 4**  
**Top Ten Dual Credit Course Enrollments in Fiscal Year 2024**

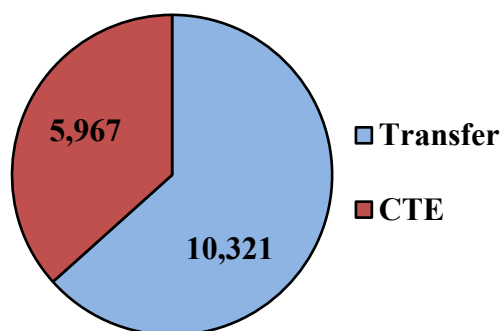


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

#### TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION

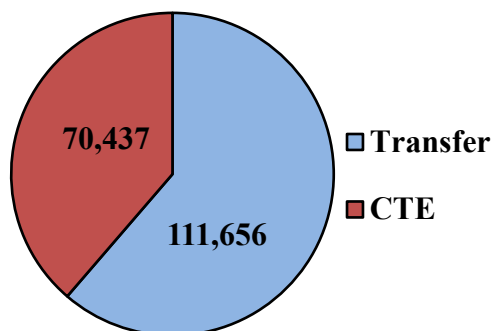
**Figure 5** and **Figure 6** depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2024.

**Figure 5**  
**Dual Credit Course Count in Fiscal Year 2024**



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

**Figure 6**  
**Dual Credit Course Enrollment in Fiscal Year 2024**



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

As **Table 4** shows, Illinois community colleges offered 10,321 Transfer dual credit courses in fiscal year 2024 (Appendix Table B-5), which was 63.4 percent of all dual credit courses offered. This is a 12.0 percent increase compared to the previous year (N = 9,216). The average dual credit class size in Transfer education was 10.8 students in fiscal year 2024 (Appendix Table B-7).

**Table 4**  
**Transfer and CTE Dual Credit Course Count in Fiscal Years 2020-2024**

	2020	2021	2022	2023	2024
Transfer	7,758	8,474	8,366	9,216	10,321
CTE	4,811	4,840	5,177	5,422	5,967
Total	12,569	13,314	13,543	14,638	16,288

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

As seen in **Table 5**, Transfer dual credit course enrollments (Appendix Table B-6) accounted for 61.3 percent of all dual credit course enrollments in fiscal year 2024. Enrollments in this area increased to 111,656 in fiscal year 2024, an increase of 11.2 percent from 2023 (N = 100,399). Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 30,045); Mathematics, General (N = 8,743); Spanish Language and Literature (N = 7,226); Rhetoric and Composition (N = 6,542); and American History (United States) (N = 6,340). Enrollments in these five courses accounted for 32.3 percent of all dual credit enrollments in fiscal year 2024.

**Table 5**  
**Dual Credit Course Enrollment (Duplicated) in Transfer and CTE Courses**  
**Fiscal Years 2020-2024**

	2020	2021	2022	2023	2024
Transfer	79,231	83,720	89,366	100,399	111,656
CTE	54,163	47,223	57,025	62,884	70,437
Total	133,394	130,943	146,391	163,283	182,093

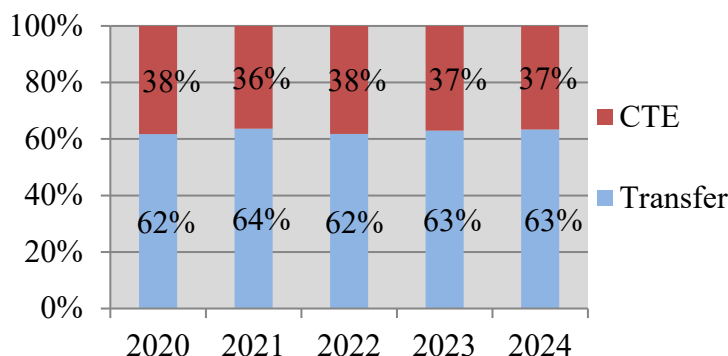
Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

The Career and Technical Education dual credit course count was 5,967 in fiscal year 2024, which 36.6 percent of all dual credit courses offered. This is an increase of 10.1 percent from fiscal year 2023 (N = 5,422) (Appendix Table B-9). The average dual credit class size in this area was 11.8 students in fiscal year 2024 (Appendix Table B-11).

Dual credit course enrollments in Career and Technical Education increased to 70,437 in fiscal year 2024, which is a 12.0 percent increase over fiscal year 2023 (N = 62,884). Appendix Table B-12 shows that the highest enrollments in this area were in Welding Technology/Welder (N = 4,721); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 3,943); Entrepreneurship/Entrepreneurial Studies (N = 3,449); Medical Office Assistant/Specialist (N = 3,354); and Automobile/Automotive Mechanics Technology/Technician (N = 3,259). Enrollments in these five courses accounted for 10.3 percent of all dual credit enrollments in fiscal year 2024.

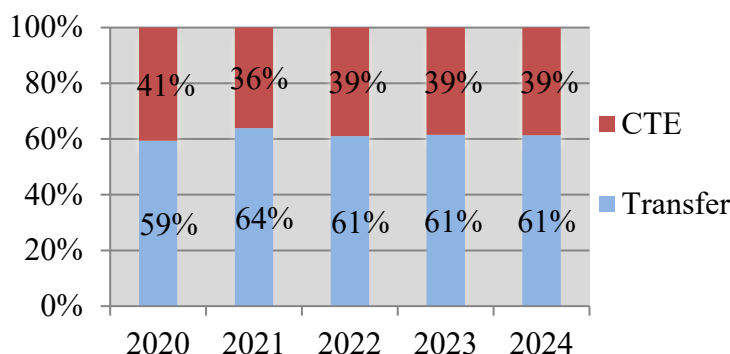
**Figure 7** and **Figure 8** depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2020 through 2024. The proportion of Transfer to CTE remained steady across the five years.

**Figure 7**  
**Dual Credit Course Count in Fiscal Years 2020-2024**



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

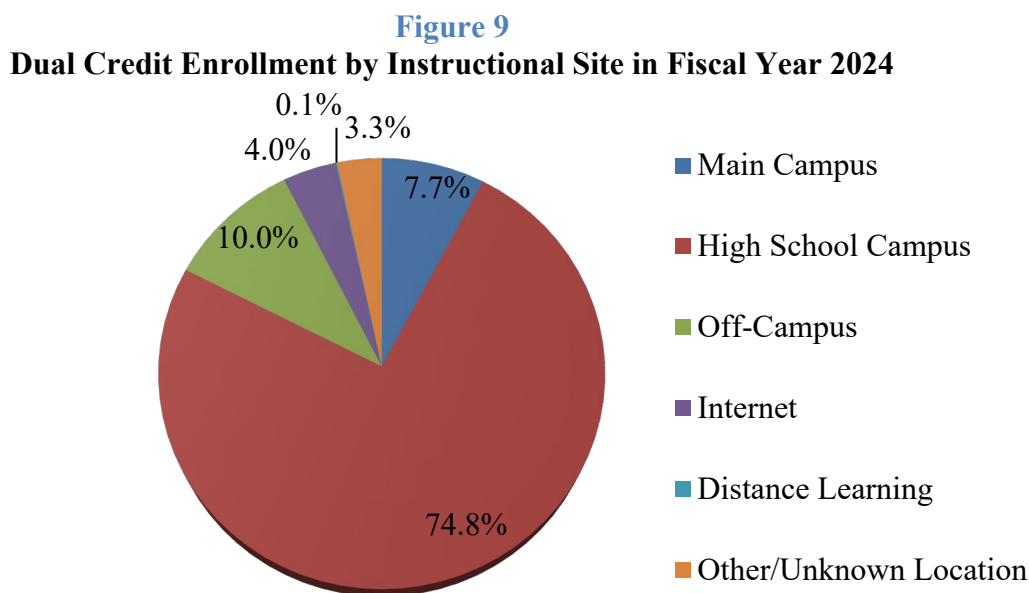
**Figure 8**  
**Dual Credit Course Enrollment in Fiscal Years 2020-2024**



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

## INSTRUCTIONAL SITE

**Figure 9** displays dual credit enrollment by instructional site. In fiscal year 2024, three out of four high school dual credit students (74.8 percent) enrolled in dual credit courses at the high school campus. Nearly one in five high school dual credit students attended a main college campus (7.7 percent) or an off-campus college facility (10.0 percent). The remaining 7.4 percent of dual credit students either chose online/distance education classes (4.1 percent), or some other/unknown location (3.3 percent) to enroll in dual credit courses (Appendix Table B-16).



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

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## DUAL CREDIT STUDENT OUTCOMES

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### GRADUATION RATE

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

**Table 6** provides graduation rate by dual credit enrollment status. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a substantially higher graduation rate than those students that did not enroll in dual credit coursework. For each of the last five tracking cohorts (Fall 2017-Fall 2021) the graduation rate for the dual credit subgroup was about 20 percent higher compared to students

that did not enroll in dual credit coursework. For the most recent cohort (Fall 2021), the dual credit subgroup had a graduation rate of 54.76 percent compared to 34.33 percent for non-dual credit students.

**Table 6**  
**Graduation Rate for Dual Credit Students**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating within 150% of Catalog Program Time**  
**Fall 2017-21 Cohorts**

Dual Credit Prior to Enrollment in Community College	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24
Yes	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%	3,164 / 5,778 54.76%
No	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%	6,082 / 17,715 34.33%
Total	9,043 / 27,733 32.61%	9,008 / 27,343 32.94%	9,514 / 27,969 34.02%	8,909 / 23,761 37.49%	9,246 / 23,493 39.36%

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

**Table 7** contains graduation rate disaggregated by dual credit enrollment status and race/ethnicity. Across all race/ethnicities in the Fall 2017 through Fall 2021 tracking cohorts, the graduation rate was higher for the dual credit student subgroup compared to the non-dual credit subgroup except for the Other subgroup in the Fall 2020 tracking cohort. In the most recent tracking cohort (Fall 2021), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the graduation rate ranged from 12.49 percentage points for African American students to 27.39 percentage points for students of Two or More Races when comparing these subgroups to the non-dual credit subgroups. For Asian students, the graduation rate was 21.12 percentage points higher for dual credit students, for Other students it was 17.91 percentage points higher, for White students it was 17.49 percentage points higher, and for Hispanic/Latino students it was 13.88 percentage points higher.

**Table 7**  
**Graduation Rate for Dual Credit Students by Race/Ethnicity**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating within 150% of Catalog Program Time**  
**Fall 2017-21 Cohorts**

<i>Race/ Ethnicity</i>	<b>DC Prior to Enrollment in CC</b>	<b>Fall 17 Cohort through Summer 20</b>	<b>Fall 18 Cohort through Summer 21</b>	<b>Fall 19 Cohort through Summer 22</b>	<b>Fall 20 Cohort through Summer 23</b>	<b>Fall 21 Cohort through Summer 24</b>
<i>African American</i>	Yes	77 / 323 23.84%	100 / 372 26.88%	71 / 295 24.07%	55 / 219 25.11%	64 / 205 31.22%
	No	443 / 3,106 14.26%	401 / 2,873 13.96%	447 / 2,836 15.76%	353 / 1,851 19.07%	362 / 1,933 18.73%
<i>Hispanic/ Latino</i>	Yes	366 / 967 37.85%	312 / 848 36.79%	439 / 1,045 42.01%	456 / 1,086 41.99%	434 / 1,037 41.85%
	No	1,530 / 5,951 25.71%	1,553 / 6,069 25.59%	1,592 / 6,303 25.26%	1,338 / 4,796 27.90%	1,411 / 5,044 27.97%
<i>Asian</i>	Yes	55 / 150 36.67%	61 / 153 39.87%	96 / 157 61.15%	114 / 213 53.52%	128 / 223 57.40%
	No	268 / 855 31.35%	331 / 980 33.78%	325 / 995 32.66%	289 / 843 34.28%	320 / 882 36.28%
<i>Two or More Races</i>	Yes	61 / 169 36.09%	78 / 202 38.61%	72 / 193 37.31%	72 / 186 38.71%	122 / 222 54.95%
	No	150 / 717 20.92%	174 / 759 22.92%	190 / 748 25.40%	175 / 625 28.00%	153 / 555 27.57%
<i>White</i>	Yes	2,289 / 4,305 53.17%	2,215 / 4,148 53.40%	2,125 / 4,081 52.07%	2,175 / 3,893 55.87%	2,333 / 3,943 59.17%
	No	3,549 / 10,300 34.46%	3,487 / 10,031 34.76%	3,803 / 10,330 36.82%	3,575 / 9,212 38.81%	3,544 / 8,504 41.67%
<i>Other*</i>	Yes	8 / 20 40.00%	8 / 22 36.36%	12 / 27 44.44%	4 / 12 33.33%	13 / 23 56.52%
	No	73 / 284 25.70%	91 / 285 31.93%	123 / 316 38.92%	79 / 226 34.96%	122 / 316 38.61%
<i>Unknown</i>	Yes	36 / 88 40.91%	40 / 86 46.51%	64 / 115 55.65%	55 / 110 50.00%	70 / 125 56.00%
	No	138 / 498 27.71%	157 / 515 30.49%	155 / 528 29.36%	169 / 489 34.56%	170 / 481 35.34%
<i>Total</i>	Yes	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%	3,164 / 5,778 54.76%
	No	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%	6,082 / 17,715 34.33%

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

In **Table 8**, graduation rate is provided for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. Across the last five tracking cohorts (Fall 2017-Fall 2021), Pell recipient students that enrolled in a dual credit course while in high school had a substantially higher graduation rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2021), the graduation rate for the Pell recipient dual credit subgroup was higher by 18.95 percentage points than the graduation rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the graduation rate was 20.17 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

**Table 8**  
**Graduation Rate for Dual Credit Students by Pell Recipient**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating within 150% of Catalog Program Time**  
**Fall 2017-21 Cohorts**

<i>Pell Recipient Status</i>	DC Prior to Enrollment in CC	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24
<i>Pell Recipient</i>	Yes	1,027 / 2,429 42.28%	968 / 2,289 42.29%	1,010 / 2,401 42.07%	876 / 1,969 44.49%	1,033 / 2,140 48.27%
	No	2,595 / 10,578 24.53%	2,478 / 9,842 25.18%	2,772 / 10,709 25.88%	2,131 / 7,496 28.43%	2,332 / 7,952 29.33%
<i>Non-Pell Recipient</i>	Yes	1,865 / 3,593 51.91%	1,846 / 3,542 52.12%	1,869 / 3,512 53.22%	2,055 / 3,750 54.80%	2,131 / 3,638 58.58%
	No	3,556 / 11,133 31.94%	3,716 / 11,670 31.84%	3,863 / 11,347 34.04%	3,847 / 10,546 36.48%	3,750 / 9,763 38.41%
<i>Total</i>	Yes	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%	3,164 / 5,778 54.76%
	No	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%	6,082 / 17,715 34.33%

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

## ADVANCEMENT RATE

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



**Table 9** represents student advancement rate which utilizes the same tracking cohorts as graduation rate. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a considerably higher advancement rate than those students that did not enroll in dual credit coursework. In the last five tracking cohorts (Fall 2017-Fall 2021) the advancement rate was 10-15 percentage points higher for the dual credit subgroup compared to students that did not enroll in dual credit coursework while in high school. For the most recent cohort (Fall 2021), the dual credit subgroup had an advancement rate of 76.96 percent compared to 63.85 percent for non-dual credit students.

**Table 9**  
**Advancement Rate for Dual Credit Students**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time**  
**Fall 2017-21 Cohorts**

Dual Credit Prior to Enrollment in Community College	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24
Yes	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%	4,447 / 5,778 76.96%
No	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%	11,311 / 17,715 63.85%
Total	17,243 / 27,733 62.18%	16,936 / 27,343 61.94%	17,228 / 27,969 61.60%	16,030 / 23,761 67.46%	15,758 / 23,493 67.08%

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

**Table 10** provides identical information as Table 9 but is disaggregated by race/ethnicity. In the last five tracking cohorts (Fall 2017-Fall 2021) the advancement rate was consistently higher for the dual credit subgroup across all race/ethnicities except the Other race/ethnicity (Fall 2018 and Fall 2020 cohort). In the most recent tracking cohort (Fall 2021), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the advancement rate ranged from 9.12 percentage points for Other students to 14.68 percentage points for students of Two or More Races higher than non-dual credit students. For Hispanic/Latino students, the advancement rate was 11.83 percentage points higher for dual credit students, for Asian students it was 11.69 percentage points higher, for African American students it was 9.81 percentage points higher, and for White students it was 9.49 percentage points higher.

**Table 10**

**Advancement Rate for Dual Credit Students by Race/Ethnicity  
Illinois Community College First-Time, Full-Time Entering Cohort  
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time  
Fall 2017-21 Cohorts**

<i>Race/ Ethnicity</i>	<b>DC Prior to Enrollment in CC</b>	<b>Fall 17 Cohort through Summer 20</b>	<b>Fall 18 Cohort through Summer 21</b>	<b>Fall 19 Cohort through Summer 22</b>	<b>Fall 20 Cohort through Summer 23</b>	<b>Fall 21 Cohort through Summer 24</b>
<i><b>African American</b></i>	Yes	177 / 323 54.80%	208 / 372 55.91%	156 / 295 52.88%	130 / 219 59.36%	125 / 205 60.98%
	No	1,362 / 3,106 43.85%	1,267 / 2,873 44.10%	1,249 / 2,836 44.04%	997 / 1,851 53.86%	989 / 1,933 51.16%
<i><b>Hispanic/ Latino</b></i>	Yes	624 / 967 64.53%	538 / 848 63.44%	694 / 1,045 66.41%	751 / 1,086 69.15%	708 / 1,037 68.27%
	No	3,244 / 5,951 54.51%	3,297 / 6,069 54.33%	3,340 / 6,303 52.99%	2,789 / 4,796 58.15%	2,847 / 5,044 56.44%
<i><b>Asian</b></i>	Yes	125 / 150 83.33%	117 / 153 76.47%	134 / 157 85.35%	177 / 213 83.10%	198 / 223 88.79%
	No	646 / 855 75.56%	738 / 980 75.31%	721 / 995 72.46%	658 / 843 78.05%	680 / 882 77.10%
<i><b>Two or More Races</b></i>	Yes	107 / 169 63.31%	134 / 202 66.34%	128 / 193 66.32%	121 / 186 65.05%	167 / 222 75.23%
	No	379 / 717 52.86%	433 / 759 57.05%	405 / 748 54.14%	384 / 625 61.44%	336 / 555 60.54%
<i><b>White</b></i>	Yes	3,335 / 4,305 77.47%	3,194 / 4,148 77.00%	3,021 / 4,081 74.03%	3,036 / 3,893 77.99%	3,137 / 3,943 79.56%
	No	6,727 / 10,300 65.31%	6,467 / 10,031 64.47%	6,766 / 10,330 65.50%	6,430 / 9,212 69.80%	5,959 / 8,504 70.07%
<i><b>Other*</b></i>	Yes	17 / 20 85.00%	12 / 22 54.55%	20 / 27 74.07%	6 / 12 50.00%	16 / 23 69.57%
	No	143 / 284 50.35%	174 / 285 61.05%	192 / 316 60.76%	146 / 226 64.60%	191 / 316 60.44%
<i><b>Unknown</b></i>	Yes	66 / 88 75.00%	55 / 86 63.95%	89 / 115 77.39%	82 / 110 74.55%	96 / 125 76.80%
	No	291 / 498 58.43%	302 / 515 58.64%	313 / 528 59.28%	323 / 489 66.05%	309 / 481 64.24%
<i><b>Total</b></i>	Yes	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%	4,447 / 5,778 76.96%
	No	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%	11,311 / 17,715 63.85%

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

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

**Table 11** represents advancement rate for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. The Pell recipient subgroup, across the last five years, that enrolled in a dual credit course while in high school had a substantially higher advancement rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2021), the advancement rate for the Pell recipient dual credit subgroup was higher by 12.11 percentage points than the advancement rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the advancement rate was 12.40 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

**Table 11**  
**Advancement Rate for Dual Credit Students by Pell Recipient**  
**Illinois Community College First-Time, Full-Time Entering Cohort**  
**Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time**  
**Fall 2017-21 Cohorts**

<i>Pell Recipient Status</i>	DC Prior to Enrollment in CC	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24
<i>Pell Recipient</i>	Yes	1,652 / 2,429 68.01%	1,535 / 2,289 67.06%	1,571 / 2,401 65.43%	1,374 / 1,969 69.78%	1,502 / 2,140 70.19%
	No	5,706 / 10,578 53.94%	5,328 / 9,842 54.14%	5,675 / 10,709 52.99%	4,448 / 7,496 59.34%	4,618 / 7,952 58.07%
<i>Non-Pell Recipient</i>	Yes	2,799 / 3,593 77.90%	2,723 / 3,542 76.88%	2,671 / 3,512 76.05%	2,929 / 3,750 78.11%	2,945 / 3,638 80.95%
	No	7,086 / 11,133 63.65%	7,350 / 11,670 62.98%	7,311 / 11,347 64.43%	7,279 / 10,546 69.02%	6,693 / 9,763 68.55%
<i>Total</i>	Yes	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%	4,447 / 5,778 76.96%
	No	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%	11,311 / 17,715 63.85%

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

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**APPENDIX A**

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*Unduplicated Enrollment Counts*

- A-1 Dual Credit Headcount Enrollment by College, FY 2020-2024
- A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2024
- A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2024
- A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2024
- A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2024

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**APPENDIX B**

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*Duplicated Course and Enrollment Counts*

- B-1 Dual Credit Course Count by College, FY 2020-2024
- B-2 Dual Credit Course Enrollment by College, FY 2020-2024
- B-3 Average Dual Credit Class Size by College, FY 2020-2024
- B-4 Top Ten Dual Credit Course Enrollments by CIP, FY 2020-2024
- B-5 Dual Credit Course Count by College in Transfer Education, FY 2020-2024
- B-6 Dual Credit Course Enrollment by College in Transfer Education, FY 2020-2024
- B-7 Average Dual Credit Class Size by College in Transfer Education, FY 2020-2024
- B-8 Top Five Dual Credit Course Enrollments by College in Transfer Education, FY 2024
- B-9 Dual Credit Course Count by College in Career and Technical Education, FY 2020-2024
- B-10 Dual Credit Course Enrollment by College in Career and Technical Education, FY 2020-2024
- B-11 Average Dual Credit Class Size by College in Career and Technical Education, FY 2020-2024
- B-12 Top Five Dual Credit Course Enrollments by College in Career and Technical Education, FY 2024
- B-13 Dual Credit Course Enrollment by 6-digit CIP, FY 2020-2024
- B-14 Dual Credit Course Enrollment by 2-digit CIP, FY 2020-2024
- B-15 Dual Credit Course Enrollment by Career Cluster, FY 2020-2024
- B-16 Dual Credit Course Enrollment by Instructional Site and by College, FY 2024

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**APPENDIX C**

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*Illinois Community Colleges by Geographic Regions*

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

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

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

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



Illinois Community College Board  
Table A-1  
DUAL CREDIT HEADCOUNT ENROLLMENT BY COLLEGE  
FISCAL YEARS 2020-2024

Dist. No. District/College	FY 2020 Headcount	FY 2021 Headcount	FY 2022 Headcount	FY 2023 Headcount	FY 2024 Headcount	% Change 2020-2024	% Change 2023-2024
503 Black Hawk	1,212	1,251	1,197	1,279	1,364	12.5%	6.6%
518 Carl Sandburg	580	625	618	629	668	15.2%	6.2%
508 City Colleges of Chicago	(4,337)	(3,828)	(4,717)	(5,698)	(6,498)	(49.8%)	(14.0%)
02 Harold Washington	727	715	933	1,029	1,019	40.2%	-1.0%
04 Harry S Truman	299	399	394	550	815	172.6%	48.2%
01 Kennedy-King	276	258	371	547	867	214.1%	58.5%
03 Malcolm X	369	293	453	646	640	73.4%	-0.9%
05 Olive-Harvey	414	337	441	476	694	67.6%	45.8%
06 Richard J. Daley	1,014	775	976	1,148	1,300	28.2%	13.2%
07 Wilbur Wright	1,238	1,051	1,149	1,302	1,163	-6.1%	-10.7%
502 College of DuPage	5,694	5,154	5,847	7,391	8,825	55.0%	19.4%
532 College of Lake County	1,841	1,551	2,228	3,073	3,795	106.1%	23.5%
507 Danville Area	1,018	719	729	793	752	-26.1%	-5.2%
509 Elgin	380	845	1,031	1,562	2,035	435.5%	30.3%
512 Harper	4,605	5,120	4,982	5,300	5,528	20.0%	4.3%
540 Heartland	1,595	1,792	1,941	1,981	2,109	32.2%	6.5%
519 Highland	934	814	1,072	983	1,139	21.9%	15.9%
514 Illinois Central	2,312	2,141	2,252	2,179	2,380	2.9%	9.2%
529 Illinois Eastern	(1,224)	(1,249)	(1,201)	(1,167)	(1,235)	(0.9%)	(5.8%)
04 Frontier	569	618	367	434	468	-17.8%	7.8%
01 Lincoln Trail	223	223	207	252	246	10.3%	-2.4%
02 Olney Central	229	226	363	256	325	41.9%	27.0%
03 Wabash Valley	203	182	264	225	196	-3.4%	-12.9%
513 Illinois Valley	825	719	786	831	1,049	27.2%	26.2%
530 John A. Logan	1,011	1,079	1,136	914	856	-15.3%	-6.3%
539 John Wood	233	261	250	355	378	62.2%	6.5%
525 Joliet Junior	4,773	4,500	4,965	5,057	5,571	16.7%	10.2%
520 Kankakee	659	671	656	656	632	-4.1%	-3.7%
501 Kaskaskia	2,145	1,949	2,415	2,619	2,652	23.6%	1.3%
523 Kishwaukee	650	693	622	714	812	24.9%	13.7%
517 Lake Land	1,536	1,438	1,498	1,405	1,474	-4.0%	4.9%
536 Lewis and Clark	3,752	2,578	1,896	1,942	1,960	-47.8%	0.9%
526 Lincoln Land	1,531	1,538	1,555	1,827	2,048	33.8%	12.1%
528 McHenry County	2,414	3,459	4,678	4,837	4,347	80.1%	-10.1%
524 Moraine Valley	3,613	3,393	3,898	4,187	4,595	27.2%	9.7%
527 Morton	914	548	920	1,094	1,140	24.7%	4.2%
535 Oakton	2,635	2,493	2,860	3,429	3,816	44.8%	11.3%
505 Parkland	1,019	868	862	1,006	1,256	23.3%	24.9%
515 Prairie State	717	449	656	463	630	-12.1%	36.1%
521 Rend Lake	933	792	840	749	823	-11.8%	9.9%
537 Richland	1,021	897	935	995	1,115	9.2%	12.1%
511 Rock Valley	691	844	1,237	604	1,551	124.5%	156.8%
506 Sauk Valley	713	633	641	639	771	8.1%	20.7%
531 Shawnee	425	394	330	478	497	16.9%	4.0%
510 South Suburban	2,463	2,305	3,373	3,587	3,355	36.2%	-6.5%
533 Southeastern Illinois	858	801	777	796	767	-10.6%	-3.6%
522 Southwestern Illinois	3,236	2,961	4,074	4,654	4,797	48.2%	3.1%
534 Spoon River	344	340	336	420	382	11.0%	-9.0%
504 Triton	1,939	2,314	2,365	2,657	3,378	74.2%	27.1%
516 Waubensee	<u>2,517</u>	<u>2,782</u>	<u>3,131</u>	<u>3,652</u>	<u>4,037</u>	<u>60.4%</u>	<u>10.5%</u>
TOTALS/AVERAGES	69,299	66,788	75,507	82,602	91,017	31.3%	10.2%

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





Illinois Community College Board  
Table A-2  
DUAL CREDIT HEADCOUNT ENROLLMENT VS.  
OVERALL CREDIT ENROLLMENT BY COLLEGE  
FISCAL YEAR 2024

Dist.	<u>No. District/College</u>	<u>Dual Credit</u>	<u>Total Credit</u>	<u>% Dual Credit</u>
503	Black Hawk	1,364	6,072	22.5%
518	Carl Sandburg	668	2,308	28.9%
508	City Colleges of Chicago	(6,498)	(62,043)	(10.5%)
02	Harold Washington	1,019	8,446	12.1%
04	Harry S Truman	815	10,719	7.6%
01	Kennedy-King	867	4,487	19.3%
03	Malcolm X	640	12,016	5.3%
05	Olive-Harvey	694	4,587	15.1%
06	Richard J. Daley	1,300	9,786	13.3%
07	Wilbur Wright	1,163	12,002	9.7%
502	College of DuPage	8,825	41,539	21.2%
532	College of Lake County	3,795	22,299	17.0%
507	Danville Area	752	3,274	23.0%
509	Elgin	2,035	15,160	13.4%
512	Harper	5,528	22,904	24.1%
540	Heartland	2,109	7,665	27.5%
519	Highland	1,139	3,031	37.6%
514	Illinois Central	2,380	10,579	22.5%
529	Illinois Eastern	(1,235)	(16,029)	(7.7%)
04	Frontier	468	12,801	3.7%
01	Lincoln Trail	246	752	32.7%
02	Olney Central	325	1,252	26.0%
03	Wabash Valley	196	1,224	16.0%
513	Illinois Valley	1,049	4,031	26.0%
530	John A. Logan	856	5,300	16.2%
539	John Wood	378	2,629	14.4%
525	Joliet Junior	5,571	20,583	27.1%
520	Kankakee	632	3,940	16.0%
501	Kaskaskia	2,652	5,741	46.2%
523	Kishwaukee	812	3,872	21.0%
517	Lake Land	1,474	8,745	16.9%
536	Lewis and Clark	1,960	5,689	34.5%
526	Lincoln Land	2,048	9,697	21.1%
528	McHenry County	4,347	13,303	32.7%
524	Moraine Valley	4,595	17,956	25.6%
527	Morton	1,140	5,879	19.4%
535	Oakton	3,816	17,467	21.8%
505	Parkland	1,256	9,633	13.0%
515	Prairie State	630	6,382	9.9%
521	Rend Lake	823	3,428	24.0%
537	Richland	1,115	3,704	30.1%
511	Rock Valley	1,551	9,280	16.7%
506	Sauk Valley	771	2,552	30.2%
531	Shawnee	497	2,798	17.8%
510	South Suburban	3,355	7,937	42.3%
533	Southeastern Illinois	767	3,275	23.4%
522	Southwestern Illinois	4,797	15,081	31.8%
534	Spoon River	382	1,699	22.5%
504	Triton	3,378	16,508	20.5%
516	Waubonsee	4,037	15,414	26.2%
TOTALS		91,017	435,426	20.9%

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





Illinois Community College Board

Table A-3

DUAL CREDIT HEADCOUNT ENROLLMENT BY GENDER\* AND BY COLLEGE  
FISCAL YEAR 2024

Dist. No. District/College	Male	Female	Unknown or Another Gender	Total
503 Black Hawk	572	785	7	1,364
518 Carl Sandburg	255	405	8	668
508 City Colleges of Chicago	(2,889)	(3,605)	(4)	(6,498)
02 Harold Washington	437	581	1	1,019
04 Harry S Truman	422	393	0	815
01 Kennedy-King	378	488	1	867
03 Malcolm X	224	416	0	640
05 Olive-Harvey	315	379	0	694
06 Richard J. Daley	600	699	1	1,300
07 Wilbur Wright	513	649	1	1,163
502 College of DuPage	4,176	4,584	65	8,825
532 College of Lake County	1,832	1,897	66	3,795
507 Danville Area	343	408	1	752
509 Elgin	970	1,036	29	2,035
512 Harper	2,577	2,941	10	5,528
540 Heartland	941	1,153	15	2,109
519 Highland	559	564	16	1,139
514 Illinois Central	939	1,441	0	2,380
529 Illinois Eastern	(573)	(662)	(0)	(1,235)
04 Frontier	218	250	0	468
01 Lincoln Trail	103	143	0	246
02 Olney Central	158	167	0	325
03 Wabash Valley	94	102	0	196
513 Illinois Valley	365	646	38	1,049
530 John A. Logan	334	505	17	856
539 John Wood	163	211	4	378
525 Joliet Junior	2,560	3,011	0	5,571
520 Kankakee	316	311	5	632
501 Kaskaskia	1,202	1,379	71	2,652
523 Kishwaukee	382	414	16	812
517 Lake Land	708	760	6	1,474
536 Lewis and Clark	954	1,002	4	1,960
526 Lincoln Land	955	1,091	2	2,048
528 McHenry County	1,918	2,429	0	4,347
524 Moraine Valley	2,708	1,884	3	4,595
527 Morton	647	493	0	1,140
535 Oakton	2,205	1,518	93	3,816
505 Parkland	601	644	11	1,256
515 Prairie State	332	288	10	630
521 Rend Lake	369	454	0	823
537 Richland	491	603	21	1,115
511 Rock Valley	620	909	22	1,551
506 Sauk Valley	367	403	1	771
531 Shawnee	192	304	1	497
510 South Suburban	1,672	1,682	1	3,355
533 Southeastern Illinois	387	377	3	767
522 Southwestern Illinois	2,261	2,396	140	4,797
534 Spoon River	120	262	0	382
504 Triton	1,885	1,476	17	3,378
516 Waubensee	<u>1,852</u>	<u>2,185</u>	<u>0</u>	<u>4,037</u>
TOTALS	43,192	47,118	707	91,017

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



Illinois Community College Board  
Table A-4  
DUAL CREDIT HEADCOUNT ENROLLMENT BY ETHNIC ORIGIN\* AND BY COLLEGE  
FISCAL YEAR 2024

Dist. No. District/College	Asian	Native American	African American Non-Latino	Latino	White Non-Latino	U.S. Non- Resident	Pacific Islander	Middle Eastern or North African	Two or More Races	All Other or No Indication	Total
503 Black Hawk	25	1	70	185	967	0	0	0	47	69	1,364
518 Carl Sandburg	6	1	13	40	579	0	1	0	16	12	668
508 City Colleges of Chicago	(266)	(14)	(2,306)	(3,156)	(494)	(31)	(3)	(0)	(227)	(1)	(6,498)
02 Harold Washington	20	4	658	240	33	11	0	0	53	0	1,019
04 Harry S Truman	80	0	169	405	122	6	0	0	32	1	815
01 Kennedy-King	7	2	460	357	12	3	0	0	26	0	867
03 Malcolm X	20	2	314	245	27	1	0	0	31	0	640
05 Olive-Harvey	6	2	410	239	10	0	1	0	26	0	694
06 Richard J. Daley	34	2	172	999	64	3	0	0	26	0	1,300
07 Wilbur Wright	99	2	123	671	226	7	2	0	33	0	1,163
502 College of DuPage	1,035	29	495	2,327	4,335	3	11	0	371	219	8,825
532 College of Lake County	206	6	206	1,398	1,649	10	5	0	157	158	3,795
507 Danville Area	4	1	87	38	548	1	2	0	26	45	752
509 Elgin	209	5	76	861	764	12	1	0	99	8	2,035
512 Harper	1,127	16	200	1,453	2,169	0	178	16	330	39	5,528
540 Heartland	77	1	103	180	1,607	1	0	0	104	36	2,109
519 Highland	9	6	28	101	952	0	2	0	20	21	1,139
514 Illinois Central	70	1	108	139	1,900	12	0	0	150	0	2,380
529 Illinois Eastern	(8)	(5)	(11)	(15)	(1,175)	(0)	(2)	(0)	(12)	(7)	(1,235)
04 Frontier	2	1	2	7	451	0	0	0	5	0	468
01 Lincoln Trail	1	0	4	1	237	0	2	0	1	0	246
02 Olney Central	2	2	4	6	299	0	0	0	5	7	325
03 Wabash Valley	3	2	1	1	188	0	0	0	1	0	196
513 Illinois Valley	16	2	12	169	772	1	2	0	12	63	1,049
530 John A. Logan	19	5	54	39	614	2	0	0	46	77	856
539 John Wood	9	0	5	3	347	0	2	0	7	5	378
525 Joliet Junior	235	37	450	1,299	3,130	0	6	0	130	284	5,571
520 Kankakee	5	1	48	114	427	0	1	0	27	9	632
501 Kaskaskia	18	5	39	49	2,298	0	0	0	101	142	2,652
523 Kishwaukee	13	1	37	197	487	0	0	0	31	46	812
517 Lake Land	9	3	9	45	1,341	0	0	0	44	23	1,474
536 Lewis and Clark	41	6	97	71	1,595	0	4	0	23	123	1,960
526 Lincoln Land	47	38	127	113	1,618	0	1	0	66	38	2,048
528 McHenry County	138	16	80	1,071	2,854	16	1	0	124	47	4,347
524 Moraine Valley	198	16	549	1,228	1,972	0	0	31	141	460	4,595
527 Morton	1	0	3	760	1	0	0	0	0	375	1,140
535 Oakton	791	16	121	567	1,926	20	9	0	191	175	3,816
505 Parkland	56	2	70	113	918	2	0	0	85	10	1,256
515 Prairie State	5	2	274	92	174	0	1	0	50	32	630
521 Rend Lake	4	5	25	22	742	0	3	0	20	2	823
537 Richland	17	9	205	65	762	0	3	0	39	15	1,115
511 Rock Valley	60	4	109	346	922	0	2	0	58	50	1,551
506 Sauk Valley	4	2	6	60	487	0	1	0	21	190	771
531 Shawnee	10	10	54	30	356	0	0	0	1	36	497
510 South Suburban	34	30	1,527	1,004	542	0	3	0	42	173	3,355
533 Southeastern Illinois	5	1	20	16	690	0	0	0	27	8	767
522 Southwestern Illinois	45	12	674	342	3,181	3	3	0	295	242	4,797
534 Spoon River	3	3	11	10	350	0	0	0	5	0	382
504 Triton	152	7	159	1,472	1,323	22	0	0	116	127	3,378
516 Waubensee	<u>260</u>	<u>12</u>	<u>219</u>	<u>1,090</u>	<u>2,193</u>	<u>0</u>	<u>14</u>	<u>0</u>	<u>58</u>	<u>191</u>	<u>4,037</u>
TOTALS	5,237	331	8,687	20,280	49,161	136	261	47	3,319	3,558	91,017

\*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data



Illinois Community College Board  
Table A-5  
DUAL CREDIT HEADCOUNT ENROLLMENT  
BY NUMBER OF ENROLLED HOURS AND BY COLLEGE  
FISCAL YEAR 2024

Dist.						
<u>No.</u>	<u>District/College</u>	<u>&gt;0-3.99</u>	<u>4-6.99</u>	<u>7-9.99</u>	<u>10-12.99</u>	<u>13 or More</u>
						<u>Total</u>
503	Black Hawk	323	362	252	189	238
518	Carl Sandburg	147	183	101	97	140
508	City Colleges of Chicago	(1,447)	(3,058)	(895)	(581)	(517)
02	Harold Washington	185	553	108	73	100
04	Harry S Truman	222	410	122	42	19
01	Kennedy-King	327	299	110	75	56
03	Malcolm X	215	264	70	44	47
05	Olive-Harvey	132	298	130	68	66
06	Richard J. Daley	153	552	225	171	199
07	Wilbur Wright	213	682	130	108	30
502	College of DuPage	5,645	2,212	459	267	242
532	College of Lake County	1,669	1,187	755	122	62
507	Danville Area	100	264	130	92	166
509	Elgin	597	590	310	114	424
512	Harper	1,794	2,400	793	343	198
540	Heartland	760	508	351	227	263
519	Highland	589	292	173	70	15
514	Illinois Central	471	747	460	318	384
529	Illinois Eastern	(171)	(249)	(182)	(185)	(448)
04	Frontier	74	101	57	48	188
01	Lincoln Trail	21	29	55	49	92
02	Olney Central	24	70	47	60	124
03	Wabash Valley	52	49	23	28	44
513	Illinois Valley	320	318	157	93	161
530	John A. Logan	373	257	143	61	22
539	John Wood	125	134	61	35	23
525	Joliet Junior	2,196	2,109	661	409	196
520	Kankakee	100	306	208	17	1
501	Kaskaskia	816	714	421	277	424
523	Kishwaukee	165	346	148	67	86
517	Lake Land	294	434	237	197	312
536	Lewis and Clark	522	470	315	261	392
526	Lincoln Land	676	735	316	197	124
528	McHenry County	1,199	910	775	473	990
524	Moraine Valley	3,099	1,037	365	70	24
527	Morton	647	226	214	49	4
535	Oakton	1,482	1,771	390	112	61
505	Parkland	253	407	196	171	229
515	Prairie State	437	144	46	3	0
521	Rend Lake	205	173	139	122	184
537	Richland	355	352	83	153	172
511	Rock Valley	735	288	140	47	341
506	Sauk Valley	268	194	168	84	57
531	Shawnee	100	116	88	51	142
510	South Suburban	2,510	658	110	17	60
533	Southeastern Illinois	278	137	95	103	154
522	Southwestern Illinois	2,346	1,340	607	223	281
534	Spoon River	87	103	90	39	63
504	Triton	1,571	1,082	432	204	89
516	Waubensee	<u>1,667</u>	<u>1,369</u>	<u>512</u>	<u>263</u>	<u>226</u>
	TOTALS	36,539	28,182	11,978	6,403	7,915
						91,017

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



Illinois Community College Board  
Table B-1  
DUAL CREDIT COURSE COUNT BY COLLEGE  
FOR FISCAL YEARS 2020-2024

Dist. No.	District/College	FY 2022-2024 3-Year Average					FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference		
		2020	2021	2022	2023	2024	Number	Percent	Number	Percent	
503	Black Hawk	371	464	423	410	416	416	6	1.5%	45	12.1%
518	Carl Sandburg	410	412	437	420	405	421	-15	-3.6%	-5	-1.2%
508	City Colleges of Chicago	(655)	(726)	(903)	(1,126)	(1,459)	(1,163)	(333)	(29.6%)	(804)	(122.7%)
02	Harold Washington	125	137	192	227	246	222	19	8.4%	121	96.8%
04	Harry S Truman	61	74	81	120	144	115	24	20.0%	83	136.1%
01	Kennedy-King	70	75	117	159	249	175	90	56.6%	179	255.7%
03	Malcolm X	92	116	118	172	200	163	28	16.3%	108	117.4%
05	Olive-Harvey	69	80	96	115	185	132	70	60.9%	116	168.1%
06	Richard J. Daley	134	134	155	185	252	197	67	36.2%	118	88.1%
07	Wilbur Wright	104	110	144	148	183	158	35	23.6%	79	76.0%
502	College of DuPage	447	508	541	671	844	685	173	25.8%	397	88.8%
532	College of Lake County	224	235	281	336	351	323	15	4.5%	127	56.7%
507	Danville Area	505	481	463	498	458	473	-40	-8.0%	-47	-9.3%
509	Elgin	448	540	659	744	806	736	62	8.3%	358	79.9%
512	Harper	408	457	468	493	500	487	7	1.4%	92	22.5%
540	Heartland	339	403	379	492	489	453	-3	-0.6%	150	44.2%
519	Highland	137	145	172	147	179	166	32	21.8%	42	30.7%
514	Illinois Central	288	307	340	333	365	346	32	9.6%	77	26.7%
529	Illinois Eastern	(573)	(643)	(480)	(708)	(694)	(627)	(-14)	(-2.0%)	(121)	(21.1%)
04	Frontier	228	270	142	230	259	210	29	12.6%	31	13.6%
01	Lincoln Trail	152	160	99	180	161	147	-19	-10.6%	9	5.9%
02	Olney Central	108	97	136	156	154	149	-2	-1.3%	46	42.6%
03	Wabash Valley	85	116	103	142	120	122	-22	-15.5%	35	41.2%
513	Illinois Valley	166	141	133	136	156	142	20	14.7%	-10	-6.0%
530	John A. Logan	149	152	150	153	161	155	8	5.2%	12	8.1%
539	John Wood	78	194	72	98	96	89	-2	-2.0%	18	23.1%
525	Joliet Junior	433	448	510	460	584	518	124	27.0%	151	34.9%
520	Kankakee	49	57	51	54	42	49	-12	-22.2%	-7	-14.3%
501	Kaskaskia	348	276	309	324	319	317	-5	-1.5%	-29	-8.3%
523	Kishwaukee	113	123	117	118	125	120	7	5.9%	12	10.6%
517	Lake Land	344	301	329	326	344	333	18	5.5%	0	0.0%
536	Lewis and Clark	540	417	308	332	372	337	40	12.0%	-168	-31.1%
526	Lincoln Land	198	228	236	251	316	268	65	25.9%	118	59.6%
528	McHenry County	186	293	416	543	574	511	31	5.7%	388	208.6%
524	Moraine Valley	331	353	398	414	423	412	9	2.2%	92	27.8%
527	Morton	91	71	86	125	138	116	13	10.4%	47	51.6%
535	Oakton	225	219	252	274	297	274	23	8.4%	72	32.0%
505	Parkland	286	381	296	292	378	322	86	29.5%	92	32.2%
515	Prairie State	82	59	51	53	55	53	2	3.8%	-27	-32.9%
521	Rend Lake	180	150	173	157	170	167	13	8.3%	-10	-5.6%
537	Richland	280	277	301	306	357	321	51	16.7%	77	27.5%
511	Rock Valley	684	831	749	655	857	754	202	30.8%	173	25.3%
506	Sauk Valley	340	335	288	315	324	309	9	2.9%	-16	-4.7%
531	Shawnee	69	77	71	144	195	137	51	35.4%	126	182.6%
510	South Suburban	212	203	300	319	304	308	-15	-4.7%	92	43.4%
533	Southeastern Illinois	249	241	215	218	247	227	29	13.3%	-2	-0.8%
522	Southwestern Illinois	1,120	1,128	1,090	1,157	1,156	1,134	-1	-0.1%	36	3.2%
534	Spoon River	157	155	162	185	218	188	33	17.8%	61	38.9%
504	Triton	339	359	378	196	384	319	188	95.9%	45	13.3%
516	Waubensee	515	524	556	655	730	647	75	11.5%	215	41.7%
TOTALS		12,569	13,314	13,543	14,638	16,288	14,823	1,650	11.3%	3,719	29.6%
Pure											
Minimum		49	57	51	53	42	49	-40	-22.2%	-168	-32.9%
Maximum		1,120	1,128	1,090	1,157	1,156	1,134	202	95.9%	397	255.7%
Median		218	232	244	241	301	271	22	8.4%	67	29.2%
Standard Deviation		198	208	206	214	230	215	51	20.2%	105	61.0%
Average		262	277	282	305	339	309	34	13.0%	77	44.9%

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



Illinois Community College Board  
Table B-2  
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE  
FOR FISCAL YEARS 2020-2024

Dist.						FY 2022-2024 3-Year Average	FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference	
No.	District/College	2020	2021	2022	2023	2024	Number	Percent	Number	Percent
503	Black Hawk	3,245	3,265	3,117	3,467	3,567	3,384	100	322	9.9%
518	Carl Sandburg	2,207	2,244	2,307	2,194	2,295	2,265	101	88	4.0%
508	City Colleges of Chicago	(7,629)	(6,555)	(8,744)	(11,183)	(12,829)	(10,919)	(1,646)	(5,200)	(68.2%)
02	Harold Washington	1,455	1,360	1,971	2,276	2,244	2,164	-32	789	54.2%
04	Harry S Truman	404	512	483	862	1,353	899	491	949	234.9%
01	Kennedy-King	516	340	560	1,086	1,609	1,085	523	1,093	211.8%
03	Malcolm X	653	529	722	1,122	1,076	973	-46	423	64.8%
05	Olive-Harvey	842	636	828	1,050	1,474	1,117	424	632	75.1%
06	Richard J. Daley	1,934	1,516	2,170	2,597	3,089	2,619	492	1,155	59.7%
07	Wilbur Wright	1,825	1,662	2,010	2,190	1,984	2,061	-206	159	8.7%
502	College of DuPage	7,838	6,982	8,065	10,992	13,363	10,807	2,371	5,525	70.5%
532	College of Lake County	2,618	2,175	3,088	4,487	5,451	4,342	964	2,833	108.2%
507	Danville Area	2,777	2,127	2,263	2,629	2,375	2,422	-254	-402	-14.5%
509	Elgin	2,509	3,217	3,755	4,732	5,220	4,569	488	2,711	108.1%
512	Harper	6,545	7,563	7,729	8,382	8,969	8,360	587	2,424	37.0%
540	Heartland	3,044	4,055	3,860	4,303	4,572	4,245	269	1,528	50.2%
519	Highland	1,578	1,261	1,823	1,514	1,864	1,734	350	286	18.1%
514	Illinois Central	5,587	5,414	6,130	5,787	6,511	6,143	724	924	16.5%
529	Illinois Eastern	(4,333)	(4,529)	(3,785)	(4,160)	(4,444)	(4,130)	(284)	(111)	(2.6%)
04	Frontier	2,103	2,278	1,159	1,388	1,749	1,432	361	-354	-16.8%
01	Lincoln Trail	780	960	686	948	867	834	-81	87	11.2%
02	Olney Central	831	697	1,191	1,045	1,245	1,160	200	414	49.8%
03	Wabash Valley	619	594	749	779	583	704	-196	-36	-5.8%
513	Illinois Valley	1,574	1,331	1,513	1,590	1,812	1,638	222	238	15.1%
530	John A. Logan	2,457	2,567	2,531	2,442	2,237	2,403	-205	-220	-9.0%
539	John Wood	492	714	478	734	786	666	52	294	59.8%
525	Joliet Junior	7,638	7,063	8,185	8,089	9,815	8,696	1,726	2,177	28.5%
520	Kankakee	865	944	936	1,010	1,022	989	12	157	18.2%
501	Kaskaskia	5,088	4,953	5,944	6,459	6,713	6,372	254	1,625	31.9%
523	Kishwaukee	1,431	1,511	1,471	1,502	1,870	1,614	368	439	30.7%
517	Lake Land	3,800	3,693	3,748	3,701	3,743	3,731	42	-57	-1.5%
536	Lewis and Clark	8,656	5,909	4,321	4,158	4,780	4,420	622	-3,876	-44.8%
526	Lincoln Land	2,944	2,855	2,788	3,325	3,747	3,287	422	803	27.3%
528	McHenry County	3,613	6,076	9,069	11,995	12,020	11,028	25	8,407	232.7%
524	Moraine Valley	4,829	4,278	5,618	5,780	6,294	5,897	514	1,465	30.3%
527	Morton	1,260	786	1,259	1,573	1,802	1,545	229	542	43.0%
535	Oakton	3,259	3,160	3,684	4,419	4,820	4,308	401	1,561	47.9%
505	Parkland	2,155	2,415	2,303	2,607	3,265	2,725	658	1,110	51.5%
515	Prairie State	748	527	717	635	836	729	201	88	11.8%
521	Rend Lake	2,618	2,442	2,442	2,229	2,508	2,393	279	-110	-4.2%
537	Richland	2,167	1,845	2,160	2,353	2,818	2,444	465	651	30.0%
511	Rock Valley	2,831	3,660	3,514	2,506	5,001	3,674	2,495	2,170	76.7%
506	Sauk Valley	1,811	1,679	1,566	1,608	1,709	1,628	101	-102	-5.6%
531	Shawnee	1,007	1,136	934	1,467	1,595	1,332	128	588	58.4%
510	South Suburban	3,377	2,658	4,208	4,352	4,277	4,279	-75	900	26.7%
533	Southeastern Illinois	1,678	1,551	1,462	1,952	1,951	1,788	-1	273	16.3%
522	Southwestern Illinois	7,911	6,809	8,865	10,009	10,124	9,666	115	2,213	28.0%
534	Spoon River	909	901	959	1,211	1,146	1,105	-65	237	26.1%
504	Triton	3,084	4,323	4,434	4,284	5,981	4,900	1,697	2,897	93.9%
516	Waubonsee	5,282	5,770	6,616	7,463	7,961	7,347	498	2,679	50.7%
TOTALS		133,394	130,943	146,391	163,283	182,093	163,922	18,810	48,699	36.5%
Pure										
Minimum		404	340	478	635	583	666	-254	-3,876	-44.8%
Maximum		8,656	7,563	9,069	11,995	13,363	11,028	2,495	8,407	234.9%
Median		2,187	2,210	2,283	2,398	2,442	2,413	262	610	30.2%
Standard Deviation		2,145	2,047	2,418	2,805	3,077	2,746	588	1,714	57.3%
Average		2,779	2,728	3,050	3,402	3,794	3,415	392	1,015	44.3%

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





Illinois Community College Board  
Table B-3  
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE  
FOR FISCAL YEARS 2020-2024

Dist.					FY 2022-2024 3-Year Average		FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference	
No.	District/College	2020	2021	2022	2023	2024	Number	Percent	Number	Percent
503	Black Hawk	8.7	7.0	7.4	8.5	8.6	8.1	0.1	1.4%	-2.0%
518	Carl Sandburg	5.4	5.4	5.3	5.2	5.7	5.4	0.4	8.5%	5.3%
508	City Colleges of Chicago	(11.6)	(9.0)	(9.7)	(9.9)	(8.8)	(9.5)	(-1.1)	(-11.5%)	(-24.5%)
02	Harold Washington	11.6	9.9	10.3	10.0	9.1	9.8	-0.9	-9.0%	-21.6%
04	Harry S Truman	6.6	6.9	6.0	7.2	9.4	7.5	2.2	30.8%	41.9%
01	Kennedy-King	7.4	4.5	4.8	6.8	6.5	6.0	-0.4	-5.4%	-12.3%
03	Malcolm X	7.1	4.6	6.1	6.5	5.4	6.0	-1.1	-17.5%	-24.2%
05	Olive-Harvey	12.2	8.0	8.6	9.1	8.0	8.6	-1.2	-12.7%	-34.7%
06	Richard J. Daley	14.4	11.3	14.0	14.0	12.3	13.4	-1.8	-12.7%	-15.1%
07	Wilbur Wright	17.5	15.1	14.0	14.8	10.8	13.2	-4.0	-26.7%	-38.2%
502	College of DuPage	17.5	13.7	14.9	16.4	15.8	15.7	-0.5	-3.3%	-9.7%
532	College of Lake County	11.7	9.3	11.0	13.4	15.5	13.3	2.2	16.3%	32.9%
507	Danville Area	5.5	4.4	4.9	5.3	5.2	5.1	-0.1	-1.8%	-5.7%
509	Elgin	5.6	6.0	5.7	6.4	6.5	6.2	0.1	1.8%	15.6%
512	Harper	16.0	16.5	16.5	17.0	17.9	17.2	0.9	5.5%	11.8%
540	Heartland	9.0	10.1	10.2	8.7	9.3	9.4	0.6	6.9%	4.1%
519	Highland	11.5	8.7	10.6	10.3	10.4	10.4	0.1	1.1%	-9.6%
514	Illinois Central	19.4	17.6	18.0	17.4	17.8	17.7	0.5	2.6%	-8.0%
529	Illinois Eastern	(7.6)	(7.0)	(7.9)	(5.9)	(6.4)	(6.7)	(0.5)	(9.0%)	(-15.3%)
04	Frontier	9.2	8.4	8.2	6.0	6.8	7.0	0.7	11.9%	-26.8%
01	Lincoln Trail	5.1	6.0	6.9	5.3	5.4	5.9	0.1	2.2%	4.9%
02	Olney Central	7.7	7.2	8.8	6.7	8.1	7.8	1.4	20.7%	5.1%
03	Wabash Valley	7.3	5.1	7.3	5.5	4.9	5.9	-0.6	-11.4%	-33.3%
513	Illinois Valley	9.5	9.4	11.4	11.7	11.6	11.6	-0.1	-0.6%	22.5%
530	John A. Logan	16.5	16.9	16.9	16.0	13.9	15.6	-2.1	-12.9%	-15.7%
539	John Wood	6.3	3.7	6.6	7.5	8.2	7.4	0.7	9.3%	29.8%
525	Joliet Junior	17.6	15.8	16.0	17.6	16.8	16.8	-0.8	-4.4%	-4.7%
520	Kankakee	17.7	16.6	18.4	18.7	24.3	20.5	5.6	30.1%	37.8%
501	Kaskaskia	14.6	17.9	19.2	19.9	21.0	20.1	1.1	5.6%	43.9%
523	Kishwaukee	12.7	12.3	12.6	12.7	15.0	13.4	2.2	17.5%	18.1%
517	Lake Land	11.0	12.3	11.4	11.4	10.9	11.2	-0.5	-4.2%	-1.5%
536	Lewis and Clark	16.0	14.2	14.0	12.5	12.8	13.1	0.3	2.6%	-19.8%
526	Lincoln Land	14.9	12.5	11.8	13.2	11.9	12.3	-1.4	-10.5%	-20.3%
528	McHenry County	19.4	20.7	21.8	22.1	20.9	21.6	-1.1	-5.2%	7.8%
524	Moraine Valley	14.6	12.1	14.1	14.0	14.9	14.3	0.9	6.6%	2.0%
527	Morton	13.8	11.1	14.6	12.6	13.1	13.4	0.5	3.8%	-5.7%
535	Oakton	14.5	14.4	14.6	16.1	16.2	15.7	0.1	0.6%	12.0%
505	Parkland	7.5	6.3	7.8	8.9	8.6	8.4	-0.3	-3.3%	14.6%
515	Prairie State	9.1	8.9	14.1	12.0	15.2	13.7	3.2	26.9%	66.6%
521	Rend Lake	14.5	16.3	14.1	14.2	14.8	14.4	0.6	3.9%	1.4%
537	Richland	7.7	6.7	7.2	7.7	7.9	7.6	0.2	2.7%	2.0%
511	Rock Valley	4.1	4.4	4.7	3.8	5.8	4.8	2.0	52.5%	41.0%
506	Sauk Valley	5.3	5.0	5.4	5.1	5.3	5.3	0.2	3.3%	-1.0%
531	Shawnee	14.6	14.8	13.2	10.2	8.2	10.5	-2.0	-19.7%	-44.0%
510	South Suburban	15.9	13.1	14.0	13.6	14.1	13.9	0.4	3.1%	-11.7%
533	Southeastern Illinois	6.7	6.4	6.8	9.0	7.9	7.9	-1.1	-11.8%	17.2%
522	Southwestern Illinois	7.1	6.0	8.1	8.7	8.8	8.5	0.1	1.2%	24.0%
534	Spoon River	5.8	5.8	5.9	6.5	5.3	5.9	-1.3	-19.7%	-9.2%
504	Triton	9.1	12.0	11.7	21.9	15.6	16.4	-6.3	-28.7%	71.2%
516	Waubensee	10.3	11.0	11.9	11.4	10.9	11.4	-0.5	-4.3%	6.3%
TOTALS/AVERAGES		10.6	9.8	10.8	11.2	11.2	11.0	0.0	0.2%	5.3%
Pure										
Minimum		4.1	3.7	4.7	3.8	4.9	4.8	-6.3	-28.7%	-44.0%
Maximum		19.4	20.7	21.8	22.1	24.3	21.6	5.6	52.5%	71.2%
Median		10.7	9.7	11.2	10.8	10.6	10.9	0.1	1.3%	1.7%
Standard Deviation		4.4	4.5	4.4	4.7	4.8	4.5	1.8	15.0%	25.2%
Average		11.1	10.3	11.0	11.2	11.2	11.2	0.0	1.1%	3.4%

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



Illinois Community College Board  
Table B-4  
TOP TEN DUAL CREDIT COURSE ENROLLMENTS BY CIP (BASED ON FISCAL YEAR 2024)  
FOR FISCAL YEARS 2020-2024

CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024	FY 2023-2024	FY 2020-2024	
							3-Year Average	1-Year Difference	5-Year Difference	
							Number	Number	Percent	Number
23.1301	Writing, General	20,961	21,259	22,122	26,363	30,125	26,203	3,762	14.3%	9,164
27.0101	Mathematics, General	7,900	8,643	8,267	8,706	8,743	8,572	37	0.4%	843
16.0905	Spanish Language and Literature	5,344	4,994	6,403	6,748	7,226	6,792	478	7.1%	1,882
23.1304	Rhetoric and Composition	4,746	5,537	5,553	5,805	6,568	5,975	763	13.1%	1,822
54.0102	American History (United States)	4,032	4,138	4,384	5,554	6,340	5,426	786	14.2%	2,308
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	2,142	2,999	3,761	4,874	5,489	4,708	615	12.6%	3,347
27.0501	Statistics, General	2,952	3,214	3,648	4,282	4,998	4,309	716	16.7%	2,046
48.0508	Welding Technology/Welder	3,047	2,381	3,198	4,263	4,721	4,061	458	10.7%	1,674
42.0101	Psychology, General	3,467	3,547	3,806	4,336	4,680	4,274	344	7.9%	1,213
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide	<u>2,878</u>	<u>2,695</u>	<u>3,151</u>	<u>3,390</u>	<u>3,943</u>	<u>3,495</u>	<u>553</u>	<u>16.3%</u>	<u>1,065</u>
	Totals	57,469	59,407	64,293	74,321	82,833	73,816	8,512	11.5%	25,364
	Grand Total	133,394	130,943	146,391	163,283	182,093	163,922	18,810	11.5%	48,699
	Percent Top Ten of Grand Total	43.1%	45.4%	43.9%	45.5%	45.5%	45.0%	0.0%	-0.1%	2.4%

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



Illinois Community College Board  
Table B-5  
DUAL CREDIT COURSE COUNT BY COLLEGE  
IN TRANSFER EDUCATION  
FOR FISCAL YEARS 2020-2024

Dist. No.	District/College	FY 2022-2024 3-Year Average					FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference		
		2020	2021	2022	2023	2024	Number	Percent	Number	Percent	
503	Black Hawk	247	335	287	281	314	294	33	11.7%	67	27.1%
518	Carl Sandburg	341	351	381	371	352	368	-19	-5.1%	11	3.2%
508	City Colleges of Chicago	(518)	(526)	(669)	(894)	(1,150)	(904)	(256)	(28.6%)	(632)	(122.0%)
02	Harold Washington	93	88	139	184	199	174	15	8.2%	106	114.0%
04	Harry S Truman	54	56	70	106	109	95	3	2.8%	55	101.9%
01	Kennedy-King	53	51	73	107	173	118	66	61.7%	120	226.4%
03	Malcolm X	68	82	80	133	164	126	31	23.3%	96	141.2%
05	Olive-Harvey	51	51	64	89	143	99	54	60.7%	92	180.4%
06	Richard J. Daley	105	101	120	146	207	158	61	41.8%	102	97.1%
07	Wilbur Wright	94	97	123	129	155	136	26	20.2%	61	64.9%
502	College of DuPage	94	109	105	204	293	201	89	43.6%	199	211.7%
532	College of Lake County	73	97	103	134	159	132	25	18.7%	86	117.8%
507	Danville Area	355	325	294	324	310	309	-14	-4.3%	-45	-12.7%
509	Elgin	400	480	595	660	674	643	14	2.1%	274	68.5%
512	Harper	180	233	218	241	254	238	13	5.4%	74	41.1%
540	Heartland	243	292	274	378	393	348	15	4.0%	150	61.7%
519	Highland	35	37	39	39	37	38	-2	-5.1%	2	5.7%
514	Illinois Central	196	210	227	234	258	240	24	10.3%	62	31.6%
529	Illinois Eastern	(346)	(421)	(271)	(436)	(433)	(380)	(-3)	(-0.7%)	(87)	(25.1%)
04	Frontier	128	163	68	137	156	120	19	13.9%	28	21.9%
01	Lincoln Trail	112	135	79	131	121	110	-10	-7.6%	9	8.0%
02	Olney Central	70	65	84	97	92	91	-5	-5.2%	22	31.4%
03	Wabash Valley	36	58	40	71	64	58	-7	-9.9%	28	77.8%
513	Illinois Valley	108	90	94	96	107	99	11	11.5%	-1	-0.9%
530	John A. Logan	106	95	111	113	116	113	3	2.7%	10	9.4%
539	John Wood	60	149	51	69	62	61	-7	-10.1%	2	3.3%
525	Joliet Junior	226	245	261	216	323	267	107	49.5%	97	42.9%
520	Kankakee	27	35	32	33	23	29	-10	-30.3%	-4	-14.8%
501	Kaskaskia	154	120	136	129	146	137	17	13.2%	-8	-5.2%
523	Kishwaukee	47	65	60	65	72	66	7	10.8%	25	53.2%
517	Lake Land	191	182	186	187	207	193	20	10.7%	16	8.4%
536	Lewis and Clark	314	255	237	238	290	255	52	21.8%	-24	-7.6%
526	Lincoln Land	153	150	150	158	190	166	32	20.3%	37	24.2%
528	McHenry County	84	180	293	422	462	392	40	9.5%	378	450.0%
524	Moraine Valley	34	72	70	85	85	80	0	0.0%	51	150.0%
527	Morton	63	56	53	58	53	55	-5	-8.6%	-10	-15.9%
535	Oakton	59	64	65	79	85	76	6	7.6%	26	44.1%
505	Parkland	223	295	221	228	296	248	68	29.8%	73	32.7%
515	Prairie State	1	3	0	0	7	2	7	--	6	600.0%
521	Rend Lake	114	111	111	112	113	112	1	0.9%	-1	-0.9%
537	Richland	194	209	233	230	268	244	38	16.5%	74	38.1%
511	Rock Valley	651	749	653	526	657	612	131	24.9%	6	0.9%
506	Sauk Valley	213	221	186	203	211	200	8	3.9%	-2	-0.9%
531	Shawnee	43	54	55	115	157	109	42	36.5%	114	265.1%
510	South Suburban	6	2	9	14	33	19	19	135.7%	27	450.0%
533	Southeastern Illinois	158	132	142	136	152	143	16	11.8%	-6	-3.8%
522	Southwestern Illinois	834	827	724	773	736	744	-37	-4.8%	-98	-11.8%
534	Spoon River	137	124	135	158	182	158	24	15.2%	45	32.8%
504	Triton	116	141	173	49	69	97	20	40.8%	-47	-40.5%
516	Waubonsee	414	432	462	528	592	527	64	12.1%	178	43.0%
TOTALS		7,758	8,474	8,366	9,216	10,321	9,301	1,105	12.0%	2,563	33.0%
Pure											
	Mininum	1	2	0	0	7	2	-37	-30.3%	-98	-40.5%
	Maximum	834	827	724	773	736	744	131	135.7%	378	600.0%
	Median	110	122	122	135	162	136	17	10.8%	28	32.8%
	Standard Deviation	158	167	159	162	170	163	32	25.7%	82	130.2%
	Average	162	177	174	192	215	194	23	15.4%	53	78.5%

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





Illinois Community College Board  
Table B-6  
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE  
IN TRANSFER EDUCATION  
FOR FISCAL YEARS 2020-2024

Dist.	FY 2022-2024 3-Year Average					FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference		
No. District/College	2020	2021	2022	2023	2024	Number	Number	Percent	Number	Percent
503 Black Hawk	2,398	2,593	2,391	2,512	2,790	2,564	278	11.1%	392	16.3%
518 Carl Sandburg	1,854	1,842	1,889	1,800	1,881	1,857	81	4.5%	27	1.5%
508 City Colleges of Chicago	(6,288)	(5,017)	(6,787)	(9,085)	(10,061)	(8,644)	(976)	(10.7%)	(3,773)	(60.0%)
02 Harold Washington	933	722	1,344	1,669	1,653	1,555	-16	-1.0%	720	77.2%
04 Harry S Truman	381	420	454	745	935	711	190	25.5%	554	145.4%
01 Kennedy-King	394	251	300	699	976	658	277	39.6%	582	147.7%
03 Malcolm X	466	385	503	925	882	770	-43	-4.6%	416	89.3%
05 Olive-Harvey	706	490	613	842	1,165	873	323	38.4%	459	65.0%
06 Richard J. Daley	1,648	1,201	1,758	2,239	2,649	2,215	410	18.3%	1,001	60.7%
07 Wilbur Wright	1,760	1,548	1,815	1,966	1,801	1,861	-165	-8.4%	41	2.3%
502 College of DuPage	1,918	2,211	1,845	3,539	4,889	3,424	1,350	38.1%	2,971	154.9%
532 College of Lake County	1,044	1,307	1,429	2,250	2,698	2,126	448	19.9%	1,654	158.4%
507 Danville Area	1,645	1,333	1,355	1,557	1,412	1,441	-145	-9.3%	-233	-14.2%
509 Elgin	2,235	2,978	3,541	4,394	4,353	4,096	-41	-0.9%	2,118	94.8%
512 Harper	3,304	4,189	4,211	4,839	5,317	4,789	478	9.9%	2,013	60.9%
540 Heartland	2,291	3,437	3,131	3,568	3,815	3,505	247	6.9%	1,524	66.5%
519 Highland	487	439	492	427	474	464	47	11.0%	-13	-2.7%
514 Illinois Central	4,351	4,131	4,738	4,581	5,254	4,858	673	14.7%	903	20.8%
529 Illinois Eastern	(2,966)	(3,223)	(2,350)	(2,675)	(2,888)	(2,638)	(213)	(8.0%)	(-78)	(-2.6%)
04 Frontier	1,498	1,626	724	958	1,172	951	214	22.3%	-326	-21.8%
01 Lincoln Trail	643	826	513	691	624	609	-67	-9.7%	-19	-3.0%
02 Olney Central	522	494	861	767	868	832	101	13.2%	346	66.3%
03 Wabash Valley	303	277	252	259	224	245	-35	-13.5%	-79	-26.1%
513 Illinois Valley	1,141	1,061	1,283	1,282	1,403	1,323	121	9.4%	262	23.0%
530 John A. Logan	1,877	1,888	2,074	2,015	1,841	1,977	-174	-8.6%	-36	-1.9%
539 John Wood	404	569	394	620	633	549	13	2.1%	229	56.7%
525 Joliet Junior	4,664	4,546	4,644	4,420	6,165	5,076	1,745	39.5%	1,501	32.2%
520 Kankakee	457	548	518	515	440	491	-75	-14.6%	-17	-3.7%
501 Kaskaskia	2,660	2,608	3,005	3,067	3,437	3,170	370	12.1%	777	29.2%
523 Kishwaukee	752	968	912	995	1,327	1,078	332	33.4%	575	76.5%
517 Lake Land	2,559	2,625	2,450	2,407	2,471	2,443	64	2.7%	-88	-3.4%
536 Lewis and Clark	5,509	4,186	3,646	3,419	4,128	3,731	709	20.7%	-1,381	-25.1%
526 Lincoln Land	2,472	2,283	2,044	2,432	2,675	2,384	243	10.0%	203	8.2%
528 McHenry County	2,084	4,392	7,163	10,043	10,309	9,172	266	2.6%	8,225	394.7%
524 Moraine Valley	416	854	975	1,313	1,333	1,207	20	1.5%	917	220.4%
527 Morton	944	688	919	1,066	1,079	1,021	13	1.2%	135	14.3%
535 Oakton	862	963	1,002	1,399	1,497	1,299	98	7.0%	635	73.7%
505 Parkland	1,773	1,721	1,568	1,848	2,385	1,934	537	29.1%	612	34.5%
515 Prairie State	1	30	0	0	110	37	110	--	109	10900.0%
521 Rend Lake	2,015	2,085	1,951	1,793	1,937	1,894	144	8.0%	-78	-3.9%
537 Richland	1,338	1,177	1,530	1,616	1,868	1,671	252	15.6%	530	39.6%
511 Rock Valley	2,772	3,343	3,048	2,159	3,724	2,977	1,565	72.5%	952	34.3%
506 Sauk Valley	885	921	868	856	826	850	-30	-3.5%	-59	-6.7%
531 Shawnee	750	904	728	1,218	1,343	1,096	125	10.3%	593	79.1%
510 South Suburban	63	30	155	188	478	274	290	154.3%	415	658.7%
533 Southeastern Illinois	1,210	1,046	1,027	1,257	1,263	1,182	6	0.5%	53	4.4%
522 Southwestern Illinois	4,638	3,803	4,356	5,033	4,802	4,730	-231	-4.6%	164	3.5%
534 Spoon River	824	727	812	1,040	947	933	-93	-8.9%	123	14.9%
504 Triton	900	1,951	2,375	902	914	1,397	12	1.3%	14	1.6%
516 Waubensee	4,480	5,103	5,760	6,269	6,489	6,173	220	3.5%	2,009	44.8%
TOTALS	79,231	83,720	89,366	100,399	111,656	100,474	11,257	11.2%	32,425	40.9%
Pure										
Mininum	1	30	0	0	110	37	-231	-14.6%	-1,381	-26.1%
Maximum	5,509	5,103	7,163	10,043	10,309	9,172	1,745	154.3%	8,225	10900.0%
Median	1,274	1,254	1,392	1,587	1,575	1,498	123	8.0%	404	33.3%
Standard Deviation	1,317	1,360	1,566	1,838	1,996	1,796	402	26.7%	1,342	1568.4%
Average	1,651	1,744	1,862	2,092	2,326	2,093	235	13.3%	676	288.8%

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



Illinois Community College Board  
Table B-7  
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE  
IN TRANSFER EDUCATION  
FOR FISCAL YEARS 2020-2024

Dist.	FY 2022-2024					FY 2023-2024		FY 2020-2024		
	3-Year Average					1-Year Difference		5-Year Difference		
No. District/College	2020	2021	2022	2023	2024	Number	Number	Percent	Number	Percent
503 Black Hawk	9.7	7.7	8.3	8.9	8.9	8.7	-0.1	-0.6%	-0.8	-8.5%
518 Carl Sandburg	5.4	5.2	5.0	4.9	5.3	5.1	0.5	10.1%	-0.1	-1.7%
508 City Colleges of Chicago	(12.1)	(9.5)	(10.1)	(10.2)	(8.7)	(9.7)	(-1.4)	(-13.9%)	(-3.4)	(-27.9%)
02 Harold Washington	10.0	8.2	9.7	9.1	8.3	9.0	-0.8	-8.4%	-1.7	-17.2%
04 Harry S Truman	7.1	7.5	6.5	7.0	8.6	7.4	1.5	22.0%	1.5	21.6%
01 Kennedy-King	7.4	4.9	4.1	6.5	5.6	5.4	-0.9	-13.6%	-1.8	-24.1%
03 Malcolm X	6.9	4.7	6.3	7.0	5.4	6.2	-1.6	-22.7%	-1.5	-21.5%
05 Olive-Harvey	13.8	9.6	9.6	9.5	8.1	9.1	-1.3	-13.9%	-5.7	-41.1%
06 Richard J. Daley	15.7	11.9	14.7	15.3	12.8	14.3	-2.5	-16.6%	-2.9	-18.5%
07 Wilbur Wright	18.7	16.0	14.8	15.2	11.6	13.9	-3.6	-23.8%	-7.1	-37.9%
502 College of DuPage	20.4	20.3	17.6	17.3	16.7	17.2	-0.7	-3.8%	-3.7	-18.2%
532 College of Lake County	14.3	13.5	13.9	16.8	17.0	15.9	0.2	1.1%	2.7	18.6%
507 Danville Area	4.6	4.1	4.6	4.8	4.6	4.7	-0.3	-5.2%	-0.1	-1.7%
509 Elgin	5.6	6.2	6.0	6.7	6.5	6.4	-0.2	-3.0%	0.9	15.6%
512 Harper	18.4	18.0	19.3	20.1	20.9	20.1	0.9	4.3%	2.6	14.0%
540 Heartland	9.4	11.8	11.4	9.4	9.7	10.2	0.3	2.8%	0.3	3.0%
519 Highland	13.9	11.9	12.6	10.9	12.8	12.1	1.9	17.0%	-1.1	-7.9%
514 Illinois Central	22.2	19.7	20.9	19.6	20.4	20.3	0.8	4.0%	-1.8	-8.3%
529 Illinois Eastern	(8.6)	(7.7)	(8.7)	(6.1)	(6.7)	(7.2)	(0.5)	(8.7%)	(-1.9)	(-22.2%)
04 Frontier	11.7	10.0	10.6	7.0	7.5	8.4	0.5	7.4%	-4.2	-35.8%
01 Lincoln Trail	5.7	6.1	6.5	5.3	5.2	5.6	-0.1	-2.2%	-0.6	-10.2%
02 Olney Central	7.5	7.6	10.3	7.9	9.4	9.2	1.5	19.3%	2.0	26.5%
03 Wabash Valley	8.4	4.8	6.3	3.6	3.5	4.5	-0.1	-4.1%	-4.9	-58.4%
513 Illinois Valley	10.6	11.8	13.6	13.4	13.1	13.4	-0.2	-1.8%	2.5	24.1%
530 John A. Logan	17.7	19.9	18.7	17.8	15.9	17.5	-2.0	-11.0%	-1.8	-10.4%
539 John Wood	6.7	3.8	7.7	9.0	10.2	9.0	1.2	13.6%	3.5	51.6%
525 Joliet Junior	20.6	18.6	17.8	20.5	19.1	19.1	-1.4	-6.7%	-1.6	-7.5%
520 Kankakee	16.9	15.7	16.2	15.6	19.1	17.0	3.5	22.6%	2.2	13.0%
501 Kaskaskia	17.3	21.7	22.1	23.8	23.5	23.1	-0.2	-1.0%	6.3	36.3%
523 Kishwaukee	16.0	14.9	15.2	15.3	18.4	16.3	3.1	20.4%	2.4	15.2%
517 Lake Land	13.4	14.4	13.2	12.9	11.9	12.7	-0.9	-7.3%	-1.5	-10.9%
536 Lewis and Clark	17.5	16.4	15.4	14.4	14.2	14.7	-0.1	-0.9%	-3.3	-18.9%
526 Lincoln Land	16.2	15.2	13.6	15.4	14.1	14.4	-1.3	-8.5%	-2.1	-12.9%
528 McHenry County	24.8	24.4	24.4	23.8	22.3	23.5	-1.5	-6.2%	-2.5	-10.1%
524 Moraine Valley	12.2	11.9	13.9	15.4	15.7	15.0	0.2	1.5%	3.4	28.2%
527 Morton	15.0	12.3	17.3	18.4	20.4	18.7	2.0	10.8%	5.4	35.9%
535 Oakton	14.6	15.0	15.4	17.7	17.6	16.9	-0.1	-0.5%	3.0	20.5%
505 Parkland	8.0	5.8	7.1	8.1	8.1	7.8	0.0	-0.6%	0.1	1.3%
515 Prairie State	1.0	10.0	--	--	15.7	15.7	--	--	14.7	1471.4%
521 Rend Lake	17.7	18.8	17.6	16.0	17.1	16.9	1.1	7.1%	-0.5	-3.0%
537 Richland	6.9	5.6	6.6	7.0	7.0	6.9	-0.1	-0.8%	0.1	1.1%
511 Rock Valley	4.3	4.5	4.7	4.1	5.7	4.8	1.6	38.1%	1.4	33.1%
506 Sauk Valley	4.2	4.2	4.7	4.2	3.9	4.3	-0.3	-7.2%	-0.2	-5.8%
531 Shawnee	17.4	16.7	13.2	10.6	8.6	10.8	-2.0	-19.2%	-8.9	-51.0%
510 South Suburban	10.5	15.0	17.2	13.4	14.5	15.0	1.1	7.9%	4.0	38.0%
533 Southeastern Illinois	7.7	7.9	7.2	9.2	8.3	8.3	-0.9	-10.1%	0.7	8.5%
522 Southwestern Illinois	5.6	4.6	6.0	6.5	6.5	6.4	0.0	0.2%	1.0	17.3%
534 Spoon River	6.0	5.9	6.0	6.6	5.2	5.9	-1.4	-20.9%	-0.8	-13.5%
504 Triton	7.8	13.8	13.7	18.4	13.2	15.1	-5.2	-28.0%	5.5	70.7%
516 Waubensee	10.8	11.8	12.5	11.9	11.0	11.8	-0.9	-7.7%	0.1	1.3%
TOTALS/AVERAGES	10.2	9.9	10.7	10.9	10.8	10.8	-0.1	-0.7%	0.6	5.9%
Pure										
Mininum	1.0	3.8	4.1	3.6	3.5	4.3	-5.2	-28.0%	-8.9	-58.4%
Maximum	24.8	24.4	24.4	23.8	23.5	23.5	3.5	38.1%	14.7	1471.4%
Median	10.7	11.8	12.6	10.9	11.3	11.9	-0.1	-1.0%	-0.1	-1.7%
Standard Deviation	5.6	5.5	5.3	5.5	5.5	5.4	1.5	13.1%	3.8	213.8%
Average	11.8	11.5	11.9	12.0	11.9	12.0	-0.2	-1.0%	0.1	31.5%

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



Illinois Community College Board  
Table B-8  
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE  
IN TRANSFER EDUCATION  
FISCAL YEAR 2024

Dist. No. District/College	23.1301 Writing, General	27.0101 Mathematics, General	16.0905 Spanish Language and Literature	23.1304 Rhetoric and Composition	54.0102 American History (United States)	Total
503 Black Hawk	889	304	141	262	182	1,778
518 Carl Sandburg	424	19	9	177	94	723
508 City Colleges of Chicago	(3,424)	(1,177)	(1,148)	(6)	(265)	(6,020)
02 Harold Washington	574	150	192	0	42	958
04 Harry S Truman	289	145	198	0	46	678
01 Kennedy-King	217	125	26	6	34	408
03 Malcolm X	96	46	124	0	0	266
05 Olive-Harvey	267	47	201	0	116	631
06 Richard J. Daley	1,279	313	248	0	26	1,866
07 Wilbur Wright	702	351	159	0	1	1,213
502 College of DuPage	1,590	0	411	160	0	2,161
532 College of Lake County	897	18	106	63	87	1,171
507 Danville Area	358	43	4	69	71	545
509 Elgin	1,480	313	158	135	274	2,360
512 Harper	641	628	837	934	0	3,040
540 Heartland	1,101	48	27	0	113	1,289
519 Highland	63	61	0	0	0	124
514 Illinois Central	1,814	67	0	448	248	2,577
529 Illinois Eastern	(650)	(296)	(98)	(218)	(295)	(1,557)
04 Frontier	260	149	3	83	160	655
01 Lincoln Trail	124	57	94	49	11	335
02 Olney Central	202	67	1	73	115	458
03 Wabash Valley	64	23	0	13	9	109
513 Illinois Valley	477	37	0	250	40	804
530 John A. Logan	612	55	156	106	0	929
539 John Wood	229	98	44	74	9	454
525 Joliet Junior	3,636	230	0	115	415	4,396
520 Kankakee	37	9	0	23	38	107
501 Kaskaskia	686	322	249	345	373	1,975
523 Kishwaukee	337	85	35	112	335	904
517 Lake Land	879	465	16	214	47	1,621
536 Lewis and Clark	973	430	662	83	602	2,750
526 Lincoln Land	538	275	176	222	464	1,675
528 McHenry County	1,267	87	2,347	866	1,167	5,734
524 Moraine Valley	393	200	0	11	0	604
527 Morton	0	459	0	0	0	459
535 Oakton	501	217	0	95	28	841
505 Parkland	1,058	27	2	61	126	1,274
515 Prairie State	0	0	0	0	0	0
521 Rend Lake	412	440	5	45	134	1,036
537 Richland	595	26	20	90	33	764
511 Rock Valley	531	291	75	204	260	1,361
506 Sauk Valley	268	34	1	43	6	352
531 Shawnee	289	140	25	32	136	622
510 South Suburban	231	0	0	0	13	244
533 Southeastern Illinois	213	97	12	59	29	410
522 Southwestern Illinois	1,078	247	123	618	263	2,329
534 Spoon River	251	84	0	112	11	458
504 Triton	14	191	0	0	0	205
516 Waubensee	<u>1,209</u>	<u>1,223</u>	<u>339</u>	<u>290</u>	<u>182</u>	<u>3,243</u>
TOTALS	30,045	8,743	7,226	6,542	6,340	58,896
Grand Total	182,093	182,093	182,093	182,093	182,093	182,093
Percent Top Five of Grand Total	16.5%	4.8%	4.0%	3.6%	3.5%	32.3%

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



Illinois Community College Board  
Table B-9  
DUAL CREDIT COURSE COUNT BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEARS 2020-2024

Dist. No.	District/College	FY 2022-2024 3-Year Average					FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference		
		2020	2021	2022	2023	2024	Number	Percent	Number	Percent	
503	Black Hawk	124	129	136	129	102	122	-27	-20.9%	-22	-17.7%
518	Carl Sandburg	69	61	56	49	53	53	4	8.2%	-16	-23.2%
508	City Colleges of Chicago	(137)	(200)	(234)	(232)	(309)	(258)	(77)	(33.2%)	(172)	(125.5%)
02	Harold Washington	32	49	53	43	47	48	4	9.3%	15	46.9%
04	Harry S Truman	7	18	11	14	35	20	21	150.0%	28	400.0%
01	Kennedy-King	17	24	44	52	76	57	24	46.2%	59	347.1%
03	Malcolm X	24	34	38	39	36	38	-3	-7.7%	12	50.0%
05	Olive-Harvey	18	29	32	26	42	33	16	61.5%	24	133.3%
06	Richard J. Daley	29	33	35	39	45	40	6	15.4%	16	55.2%
07	Wilbur Wright	10	13	21	19	28	23	9	47.4%	18	180.0%
502	College of DuPage	353	399	436	467	551	485	84	18.0%	198	56.1%
532	College of Lake County	151	138	178	202	192	191	-10	-5.0%	41	27.2%
507	Danville Area	150	156	169	174	148	164	-26	-14.9%	-2	-1.3%
509	Elgin	48	60	64	84	132	93	48	57.1%	84	175.0%
512	Harper	228	224	250	252	246	249	-6	-2.4%	18	7.9%
540	Heartland	96	111	105	114	96	105	-18	-15.8%	0	0.0%
519	Highland	102	108	133	108	142	128	34	31.5%	40	39.2%
514	Illinois Central	92	97	113	99	107	106	8	8.1%	15	16.3%
529	Illinois Eastern	(227)	(222)	(209)	(272)	(261)	(247)	(-11)	(-4.0%)	(34)	(15.0%)
04	Frontier	100	107	74	93	103	90	10	10.8%	3	3.0%
01	Lincoln Trail	40	25	20	49	40	36	-9	-18.4%	0	0.0%
02	Olney Central	38	32	52	59	62	58	3	5.1%	24	63.2%
03	Wabash Valley	49	58	63	71	56	63	-15	-21.1%	7	14.3%
513	Illinois Valley	58	51	39	40	49	43	9	22.5%	-9	-15.5%
530	John A. Logan	43	57	39	40	45	41	5	12.5%	2	4.7%
539	John Wood	18	45	21	29	34	28	5	17.2%	16	88.9%
525	Joliet Junior	207	203	249	244	261	251	17	7.0%	54	26.1%
520	Kankakee	22	22	19	21	19	20	-2	-9.5%	-3	-13.6%
501	Kaskaskia	194	156	173	195	173	180	-22	-11.3%	-21	-10.8%
523	Kishwaukee	66	58	57	53	53	54	0	0.0%	-13	-19.7%
517	Lake Land	153	119	143	139	137	140	-2	-1.4%	-16	-10.5%
536	Lewis and Clark	226	162	71	94	82	82	-12	-12.8%	-144	-63.7%
526	Lincoln Land	45	78	86	93	126	102	33	35.5%	81	180.0%
528	McHenry County	102	113	123	121	112	119	-9	-7.4%	10	9.8%
524	Moraine Valley	297	281	328	329	338	332	9	2.7%	41	13.8%
527	Morton	28	15	33	67	85	62	18	26.9%	57	203.6%
535	Oakton	166	155	187	195	212	198	17	8.7%	46	27.7%
505	Parkland	63	86	75	64	82	74	18	28.1%	19	30.2%
515	Prairie State	81	56	51	53	48	51	-5	-9.4%	-33	-40.7%
521	Rend Lake	66	39	62	45	57	55	12	26.7%	-9	-13.6%
537	Richland	86	68	68	76	89	78	13	17.1%	3	3.5%
511	Rock Valley	33	82	96	129	200	142	71	55.0%	167	506.1%
506	Sauk Valley	127	114	102	112	113	109	1	0.9%	-14	-11.0%
531	Shawnee	26	23	16	29	38	28	9	31.0%	12	46.2%
510	South Suburban	206	201	291	305	271	289	-34	-11.1%	65	31.6%
533	Southeastern Illinois	91	109	73	82	95	83	13	15.9%	4	4.4%
522	Southwestern Illinois	286	301	366	384	420	390	36	9.4%	134	46.9%
534	Spoon River	20	31	27	27	36	30	9	33.3%	16	80.0%
504	Triton	223	218	205	147	315	222	168	114.3%	92	41.3%
516	Waubonsee	101	92	94	127	138	120	11	8.7%	37	36.6%
TOTALS		4,811	4,840	5,177	5,422	5,967	5,522	545	10.1%	1,156	24.0%
Pure											
	Mininum	7	13	11	14	19	20	-34	-21.1%	-144	-63.7%
	Maximum	353	399	436	467	551	485	168	150.0%	198	506.1%
	Median	75	80	72	83	92	83	9	9.0%	16	26.6%
	Standard Deviation	84	82	96	99	109	101	32	32.0%	53	111.5%
	Average	100	101	108	113	124	115	11	16.1%	24	57.4%

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





Illinois Community College Board  
Table B-10  
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEARS 2020-2024

Dist.	FY 2022-2024					FY 2023-2024		FY 2020-2024		
	3-Year Average					1-Year Difference		5-Year Difference		
No. District/College	2020	2021	2022	2023	2024	Number	Number	Percent	Number	Percent
503 Black Hawk	847	672	726	955	777	819	-178	-18.6%	-70	-8.3%
518 Carl Sandburg	353	402	418	394	414	409	20	5.1%	61	17.3%
508 City Colleges of Chicago	(1,341)	(1,538)	(1,957)	(2,098)	(2,768)	(2,274)	(670)	(31.9%)	(1,427)	(106.4%)
02 Harold Washington	522	638	627	607	591	608	-16	-2.6%	69	13.2%
04 Harry S Truman	23	92	29	117	418	188	301	257.3%	395	1717.4%
01 Kennedy-King	122	89	260	387	633	427	246	63.6%	511	418.9%
03 Malcolm X	187	144	219	197	194	203	-3	-1.5%	7	3.7%
05 Olive-Harvey	136	146	215	208	309	244	101	48.6%	173	127.2%
06 Richard J. Daley	286	315	412	358	440	403	82	22.9%	154	53.8%
07 Wilbur Wright	65	114	195	224	183	201	-41	-18.3%	118	181.5%
502 College of DuPage	5,920	4,771	6,220	7,453	8,474	7,382	1,021	13.7%	2,554	43.1%
532 College of Lake County	1,574	868	1,659	2,237	2,753	2,216	516	23.1%	1,179	74.9%
507 Danville Area	1,132	794	908	1,072	963	981	-109	-10.2%	-169	-14.9%
509 Elgin	274	239	214	338	867	473	529	156.5%	593	216.4%
512 Harper	3,241	3,374	3,518	3,543	3,652	3,571	109	3.1%	411	12.7%
540 Heartland	753	618	729	735	757	740	22	3.0%	4	0.5%
519 Highland	1,091	822	1,331	1,087	1,390	1,269	303	27.9%	299	27.4%
514 Illinois Central	1,236	1,283	1,392	1,206	1,257	1,285	51	4.2%	21	1.7%
529 Illinois Eastern	(1,367)	(1,306)	(1,435)	(1,485)	(1,556)	(1,492)	(71)	(4.8%)	(189)	(13.8%)
04 Frontier	605	652	435	430	577	481	147	34.2%	-28	-4.6%
01 Lincoln Trail	137	134	173	257	243	224	-14	-5.4%	106	77.4%
02 Olney Central	309	203	330	278	377	328	99	35.6%	68	22.0%
03 Wabash Valley	316	317	497	520	359	459	-161	-31.0%	43	13.6%
513 Illinois Valley	433	270	230	308	409	316	101	32.8%	-24	-5.5%
530 John A. Logan	580	679	457	427	396	427	-31	-7.3%	-184	-31.7%
539 John Wood	88	145	84	114	153	117	39	34.2%	65	73.9%
525 Joliet Junior	2,974	2,517	3,541	3,669	3,650	3,620	-19	-0.5%	676	22.7%
520 Kankakee	408	396	418	495	582	498	87	17.6%	174	42.6%
501 Kaskaskia	2,428	2,345	2,939	3,392	3,276	3,202	-116	-3.4%	848	34.9%
523 Kishwaukee	679	543	559	507	543	536	36	7.1%	-136	-20.0%
517 Lake Land	1,241	1,068	1,298	1,294	1,272	1,288	-22	-1.7%	31	2.5%
536 Lewis and Clark	3,147	1,723	675	739	652	689	-87	-11.8%	-2,495	-79.3%
526 Lincoln Land	472	572	744	893	1,072	903	179	20.0%	600	127.1%
528 McHenry County	1,529	1,684	1,906	1,952	1,711	1,856	-241	-12.3%	182	11.9%
524 Moraine Valley	4,413	3,424	4,643	4,467	4,961	4,690	494	11.1%	548	12.4%
527 Morton	316	98	340	507	723	523	216	42.6%	407	128.8%
535 Oakton	2,397	2,197	2,682	3,020	3,323	3,008	303	10.0%	926	38.6%
505 Parkland	382	694	735	759	880	791	121	15.9%	498	130.4%
515 Prairie State	747	497	717	635	726	693	91	14.3%	-21	-2.8%
521 Rend Lake	603	357	491	436	571	499	135	31.0%	-32	-5.3%
537 Richland	829	668	630	737	950	772	213	28.9%	121	14.6%
511 Rock Valley	59	317	466	347	1,277	697	930	268.0%	1,218	2064.4%
506 Sauk Valley	926	758	698	752	883	778	131	17.4%	-43	-4.6%
531 Shawnee	257	232	206	249	252	236	3	1.2%	-5	-1.9%
510 South Suburban	3,314	2,628	4,053	4,164	3,799	4,005	-365	-8.8%	485	14.6%
533 Southeastern Illinois	468	505	435	695	688	606	-7	-1.0%	220	47.0%
522 Southwestern Illinois	3,273	3,006	4,509	4,976	5,322	4,936	346	7.0%	2,049	62.6%
534 Spoon River	85	174	147	171	199	172	28	16.4%	114	134.1%
504 Triton	2,184	2,372	2,059	3,382	5,067	3,503	1,685	49.8%	2,883	132.0%
516 Waubensee	<u>802</u>	<u>667</u>	<u>856</u>	<u>1,194</u>	<u>1,472</u>	<u>1,174</u>	<u>278</u>	<u>23.3%</u>	<u>670</u>	<u>83.5%</u>
TOTALS	54,163	47,223	57,025	62,884	70,437	63,449	7,553	12.0%	16,274	30.0%
Pure										
Mininum	23	89	29	114	153	117	-365	-31.0%	-2,495	-79.3%
Maximum	5,920	4,771	6,220	7,453	8,474	7,382	1,685	268.0%	2,883	2064.4%
Median	604	628	629	665	742	691	89	12.4%	138	22.4%
Standard Deviation	1,280	1,067	1,405	1,564	1,716	1,565	336	57.0%	769	382.1%
Average	1,128	984	1,188	1,310	1,467	1,322	157	25.3%	339	125.5%

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



Illinois Community College Board  
Table B-11  
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEARS 2020-2024

Dist.	FY 2022-2024 3-Year Average					FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference	
No. District/College	2020	2021	2022	2023	2024	Number	Percent	Number	Percent
503 Black Hawk	6.8	5.2	5.3	7.4	7.6	6.8	0.2	2.9%	11.5%
518 Carl Sandburg	5.1	6.6	7.5	8.0	7.8	7.8	-0.2	-2.9%	52.7%
508 City Colleges of Chicago	(9.8)	(7.7)	(8.4)	(9.0)	(9.0)	(8.8)	(-0.1)	(-0.9%)	(-8.5%)
02 Harold Washington	16.3	13.0	11.8	14.1	12.6	12.8	-1.5	-10.9%	-22.9%
04 Harry S Truman	3.3	5.1	2.6	8.4	11.9	7.6	3.6	42.9%	263.5%
01 Kennedy-King	7.2	3.7	5.9	7.4	8.3	7.2	0.9	11.9%	16.1%
03 Malcolm X	7.8	4.2	5.8	5.1	5.4	5.4	0.3	6.7%	-30.8%
05 Olive-Harvey	7.6	5.0	6.7	8.0	7.4	7.4	-0.6	-8.0%	-2.6%
06 Richard J. Daley	9.9	9.5	11.8	9.2	9.8	10.2	0.6	6.5%	-0.9%
07 Wilbur Wright	6.5	8.8	9.3	11.8	6.5	9.2	-5.3	-44.6%	0.5%
502 College of DuPage	16.8	12.0	14.3	16.0	15.4	15.2	-0.6	-3.6%	-8.3%
532 College of Lake County	10.4	6.3	9.3	11.1	14.3	11.6	3.3	29.5%	37.6%
507 Danville Area	7.5	5.1	5.4	6.2	6.5	6.0	0.3	5.6%	-13.8%
509 Elgin	5.7	4.0	3.3	4.0	6.6	4.6	2.5	63.2%	15.1%
512 Harper	14.2	15.1	14.1	14.1	14.8	14.3	0.8	5.6%	4.4%
540 Heartland	7.8	5.6	6.9	6.4	7.9	7.1	1.4	22.3%	0.5%
519 Highland	10.7	7.6	10.0	10.1	9.8	10.0	-0.3	-2.7%	-8.5%
514 Illinois Central	13.4	13.2	12.3	12.2	11.7	12.1	-0.4	-3.6%	-12.6%
529 Illinois Eastern	(6.0)	(5.9)	(6.9)	(5.5)	(6.0)	(6.1)	(0.5)	(9.2%)	(-1.0%)
04 Frontier	6.1	6.1	5.9	4.6	5.6	5.4	1.0	21.2%	-7.4%
01 Lincoln Trail	3.4	5.4	8.7	5.2	6.1	6.7	0.8	15.8%	77.4%
02 Olney Central	8.1	6.3	6.3	4.7	6.1	5.7	1.4	29.0%	-25.2%
03 Wabash Valley	6.4	5.5	7.9	7.3	6.4	7.2	-0.9	-12.5%	-0.6%
513 Illinois Valley	7.5	5.3	5.9	7.7	8.3	7.3	0.6	8.4%	11.8%
530 John A. Logan	13.5	11.9	11.7	10.7	8.8	10.4	-1.9	-17.6%	-34.8%
539 John Wood	4.9	3.2	4.0	3.9	4.5	4.1	0.6	14.5%	-8.0%
525 Joliet Junior	14.4	12.4	14.2	15.0	14.0	14.4	-1.1	-7.0%	-2.7%
520 Kankakee	18.5	18.0	22.0	23.6	30.6	25.4	7.1	30.0%	65.2%
501 Kaskaskia	12.5	15.0	17.0	17.4	18.9	17.8	1.5	8.9%	51.3%
523 Kishwaukee	10.3	9.4	9.8	9.6	10.2	9.9	0.7	7.1%	-0.4%
517 Lake Land	8.1	9.0	9.1	9.3	9.3	9.2	0.0	-0.3%	14.5%
536 Lewis and Clark	13.9	10.6	9.5	7.9	8.0	8.4	0.1	1.1%	-42.9%
526 Lincoln Land	10.5	7.3	8.7	9.6	8.5	8.9	-1.1	-11.4%	-18.9%
528 McHenry County	15.0	14.9	15.5	16.1	15.3	15.6	-0.9	-5.3%	1.9%
524 Moraine Valley	14.9	12.2	14.2	13.6	14.7	14.1	1.1	8.1%	-1.2%
527 Morton	11.3	6.5	10.3	7.6	8.5	8.8	0.9	12.4%	-24.6%
535 Oakton	14.4	14.2	14.3	15.5	15.7	15.2	0.2	1.2%	8.6%
505 Parkland	6.1	8.1	9.8	11.9	10.7	10.8	-1.1	-9.5%	77.0%
515 Prairie State	9.2	8.9	14.1	12.0	15.1	13.7	3.1	26.2%	64.0%
521 Rend Lake	9.1	9.2	7.9	9.7	10.0	9.2	0.3	3.4%	9.6%
537 Richland	9.6	9.8	9.3	9.7	10.7	9.9	1.0	10.1%	10.7%
511 Rock Valley	1.8	3.9	4.9	2.7	6.4	4.6	3.7	137.4%	257.1%
506 Sauk Valley	7.3	6.6	6.8	6.7	7.8	7.1	1.1	16.4%	7.2%
531 Shawnee	9.9	10.1	12.9	8.6	6.6	9.4	-2.0	-22.8%	-32.9%
510 South Suburban	16.1	13.1	13.9	13.7	14.0	13.9	0.4	2.7%	-12.9%
533 Southeastern Illinois	5.1	4.6	6.0	8.5	7.2	7.2	-1.2	-14.6%	40.8%
522 Southwestern Illinois	11.4	10.0	12.3	13.0	12.7	12.6	-0.3	-2.2%	10.7%
534 Spoon River	4.3	5.6	5.4	6.3	5.5	5.8	-0.8	-12.7%	30.1%
504 Triton	9.8	10.9	10.0	23.0	16.1	16.4	-6.9	-30.1%	64.2%
516 Waubonsee	<u>7.9</u>	<u>7.3</u>	<u>9.1</u>	<u>9.4</u>	<u>10.7</u>	<u>9.7</u>	<u>1.3</u>	<u>13.5%</u>	<u>34.3%</u>
TOTALS/AVERAGES	11.3	9.8	11.0	11.6	11.8	11.5	0.2	1.8%	4.9%
Pure									
Mininum	1.8	3.2	2.6	2.7	4.5	4.1	-6.9	-44.6%	-42.9%
Maximum	18.5	18.0	22.0	23.6	30.6	25.4	7.1	137.4%	263.5%
Median	9.2	7.8	9.3	9.4	9.0	9.2	0.3	4.5%	3.2%
Standard Deviation	3.9	3.6	3.9	4.5	4.6	4.2	2.1	26.2%	58.7%
Average	9.6	8.6	9.6	10.1	10.4	10.0	0.3	7.1%	19.3%

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



Illinois Community College Board  
Table B-12  
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE  
IN CAREER AND TECHNICAL EDUCATION  
FISCAL YEAR 2024

Dist. No. District/College	48.0508 Welding Technology/Welder	51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide	52.0701 Entrepreneurship/Entrepreneurial Studies	51.0710 Medical Office Assistant/ Specialist	47.0604 Automobile/Automotive Mechanics Technology/Technician	Total
503 Black Hawk	302	96	0	0	47	445
518 Carl Sandburg	34	0	20	0	0	54
508 City Colleges of Chicago	(16)	(0)	(129)	(261)	(188)	(594)
02 Harold Washington	0	0	1	0	0	1
04 Harry S Truman	0	0	6	5	1	12
01 Kennedy-King	0	0	66	61	90	217
03 Malcolm X	0	0	4	89	4	97
05 Olive-Harvey	1	0	51	1	83	136
06 Richard J. Daley	13	0	1	92	10	116
07 Wilbur Wright	2	0	0	13	0	15
502 College of DuPage	89	401	267	96	504	1,357
532 College of Lake County	157	225	0	354	126	862
507 Danville Area	28	10	0	23	78	139
509 Elgin	85	181	49	0	333	648
512 Harper	0	783	189	470	0	1,442
540 Heartland	157	124	4	117	0	402
519 Highland	32	60	0	0	37	129
514 Illinois Central	334	149	0	296	0	779
529 Illinois Eastern	(256)	(87)	(11)	(58)	(71)	(483)
04 Frontier	71	30	11	22	39	173
01 Lincoln Trail	93	17	0	7	0	117
02 Olney Central	76	27	0	3	28	134
03 Wabash Valley	16	13	0	26	4	59
513 Illinois Valley	167	60	8	22	0	257
530 John A. Logan	0	89	0	0	0	89
539 John Wood	62	5	0	0	0	67
525 Joliet Junior	289	232	117	0	65	703
520 Kankakee	92	104	12	0	230	438
501 Kaskaskia	81	75	88	125	53	422
523 Kishwaukee	75	30	0	14	53	172
517 Lake Land	171	130	29	6	47	383
536 Lewis and Clark	236	13	67	29	2	347
526 Lincoln Land	76	67	74	0	147	364
528 McHenry County	0	153	0	0	107	260
524 Moraine Valley	64	0	133	0	132	329
527 Morton	128	0	0	0	56	184
535 Oakton	141	171	213	499	210	1,234
505 Parkland	55	65	21	114	99	354
515 Prairie State	77	0	131	0	116	324
521 Rend Lake	15	47	0	0	116	178
537 Richland	96	30	1	0	40	167
511 Rock Valley	94	95	0	0	50	239
506 Sauk Valley	191	201	33	68	0	493
531 Shawnee	0	51	0	57	0	108
510 South Suburban	51	0	290	504	0	845
533 Southeastern Illinois	204	18	47	0	6	275
522 Southwestern Illinois	241	63	1516	53	0	1,873
534 Spoon River	102	9	0	0	0	111
504 Triton	0	54	0	33	262	349
516 Waubensee	<u>523</u>	<u>65</u>	<u>0</u>	<u>155</u>	<u>84</u>	<u>827</u>
TOTALS	4,721	3,943	3,449	3,354	3,259	18,726
Grand Total	182,093	182,093	182,093	182,093	182,093	182,093
Percent Top Five of Grand Total	2.6%	2.2%	1.9%	1.8%	1.8%	10.3%

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



Illinois Community College Board  
Table B-13  
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP  
FOR FISCAL YEARS 2020-2024

CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024 3-Year Average	FY 2023-2024 1-Year Difference	FY 2020-2024 5-Year Difference	Percent
							Number	Number	Number	
01.0000	Agriculture, General.	1	0	2	9	9	7	0	8	800.0%
01.0101	Agricultural Business and Management, General.	225	202	247	263	343	284	80	118	52.4%
01.0102	Agribusiness/Agricultural Business Operations.	20	4	17	9	29	18	20	9	45.0%
01.0103	Agricultural Economics.	51	78	63	94	57	71	-37	6	11.8%
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling.	15	36	36	55	9	33	-46	-6	-40.0%
01.0106	Agricultural Business Technology/Technician.	4	0	9	0	0	3	0	-4	-100.0%
01.0201	Agricultural Mechanization, General.	100	143	106	187	203	165	16	103	103.0%
01.0299	Agricultural Mechanization, Other.	0	0	0	0	1	0	1	1	--
01.0301	Agricultural Production Operations, General.	150	198	195	193	223	204	30	73	48.7%
01.0302	Animal/Livestock Husbandry and Production.	264	195	349	328	433	370	105	169	64.0%
01.0303	Aquaculture.	25	23	11	16	11	13	-5	-14	-56.0%
01.0304	Crop Production.	70	95	145	145	176	155	31	106	151.4%
01.0308	Agroecology and Sustainable Agriculture.	0	0	21	1	98	40	97	98	--
01.0507	Equestrian/Equine Studies.	0	2	0	3	2	2	-1	2	--
01.0601	Applied Horticulture/Horticulture Operations, General.	196	145	119	238	299	219	61	103	52.6%
01.0603	Ornamental Horticulture.	304	301	362	323	515	400	192	211	69.4%
01.0604	Greenhouse Operations and Management.	42	89	45	156	140	114	-16	98	233.3%
01.0605	Landscaping and Groundskeeping.	36	56	85	80	96	87	16	60	166.7%
01.0606	Plant Nursery Operations and Management.	0	0	0	6	0	2	-6	0	--
01.0607	Turf and Turfgrass Management.	35	0	16	4	26	15	22	-9	-25.7%
01.0901	Animal Sciences, General.	40	76	76	84	71	77	-13	31	77.5%
01.1101	Plant Sciences, General.	0	0	1	0	0	0	0	0	--
01.1102	Agronomy and Crop Science.	108	140	106	126	116	116	-10	8	7.4%
01.1103	Horticultural Science.	108	94	128	144	273	182	129	165	152.8%
01.1201	Soil Science and Agronomy, General	0	3	8	36	85	43	49	85	--
01.8301	Veterinary/Animal Health Technology/Technician and Veterinary Assistant. (Moved from 51.0808)	84	62	81	100	96	92	-4	12	14.3%
01.9994	Career Exploration.	7	6	12	11	6	10	-5	-1	-14.3%
01.9996	Certification/Licensure Review.	8	17	0	10	0	3	-10	-8	-100.0%
01.9997	Topics.	17	25	49	34	0	28	-34	-17	-100.0%
01.9999	Agricultural/Animal/Plant/Veterinary Science and Related Fields, Other.	22	41	59	31	42	44	11	20	90.9%
03.0511	Forest Technology/Technician.	0	0	0	0	5	2	5	5	--
03.0601	Wildlife, Fish and Wildlands Science and Management.	8	13	0	0	5	2	5	-3	-37.5%
04.0201	Architecture.	4	3	9	6	3	6	-3	-1	-25.0%
04.0902	Architectural and Building Sciences/Technology.	0	0	14	15	16	15	1	16	--
05.0101	African Studies.	6	0	1	0	1	1	1	-5	-83.3%
05.0103	Asian Studies/Civilization.	0	0	4	0	0	1	0	0	--
05.0107	Latin American Studies.	26	2	21	9	14	15	5	-12	-46.2%
05.0108	Near and Middle Eastern Studies.	0	2	0	0	1	0	1	1	--
05.0127	Japanese Studies.	1	0	1	0	3	1	3	2	200.0%
05.0201	African-American/Black Studies.	120	227	240	391	462	364	71	342	285.0%
05.0202	American Indian/Native American Studies.	2	0	0	1	1	1	0	-1	-50.0%
05.0207	Women's Studies.	0	5	1	1	1	1	0	1	--
05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other.	2	2	0	1	1	1	0	-1	-50.0%
09.0100	Communication, General	0	1	1	0	1	1	1	1	--
09.0101	Speech Communication and Rhetoric.	232	436	397	423	419	413	-4	187	80.6%
09.0102	Mass Communication/Media Studies.	33	39	60	27	31	39	4	-2	-6.1%
09.0401	Journalism.	205	75	119	195	178	164	-17	-27	-13.2%
09.0402	Broadcast Journalism.	2	2	0	0	1	0	1	-1	-50.0%
09.0701	Radio and Television.	124	69	69	71	106	82	35	-18	-14.5%
09.0702	Digital Communication and Media/Multimedia.	0	14	8	11	14	11	3	14	--
09.0799	Radio, Television, and Digital Communication, Other.	0	2	0	0	3	1	3	3	--
09.0902	Public Relations/Image Management.	0	1	0	0	0	0	0	0	--
09.0903	Advertising.	4	3	1	12	10	8	-2	6	150.0%
10.0201	Photographic and Film/Video Technology/Technician.	145	123	139	149	149	146	0	4	2.8%
10.0202	Radio and Television Broadcasting Technology/Technician.	0	0	0	1	12	4	11	12	--





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STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP  
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CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024 3-Year Average	FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference	
							Number	Number	Percent	Number	Percent
10.0203	Recording Arts Technology/Technician.	0	9	5	1	0	2	-1	-100.0%	0	--
10.0301	Graphic Communications, General.	15	5	3	26	20	16	-6	-23.1%	5	33.3%
10.0303	Prepress/Desktop Publishing and Digital Imaging Design.	592	327	379	393	517	430	124	31.6%	-75	-12.7%
10.0304	Animation, Interactive Technology, Video Graphics, and Special Effects.	203	201	270	252	257	260	5	2.0%	54	26.6%
10.0305	Graphic and Printing Equipment Operator, General Production.	36	56	4	4	3	4	-1	-25.0%	-33	-91.7%
10.0399	Graphic Communications, Other.	0	0	0	0	3	1	3	--	3	--
10.9999	Communications Technologies/Technicians and Support Services, Other. (Designation for vocational communication course enrollees—1.2)	23	11	18	22	0	13	-22	-100.0%	-23	-100.0%
11.0101	Computer and Information Sciences, General.	1,013	1,084	751	678	665	698	-13	-1.9%	-348	-34.4%
11.0103	Information Technology.	133	108	295	288	194	259	-94	-32.6%	61	45.9%
11.0201	Computer Programming/Programmer, General.	3,154	1,808	2,331	2,461	2846	2,546	385	15.6%	-308	-9.8%
11.0202	Computer Programming, Specific Applications.	212	50	106	143	116	122	-27	-18.9%	-96	-45.3%
11.0203	Computer Programming, Vendor/Product Certification.	31	58	0	0	0	0	0	--	-31	-100.0%
11.0301	Data Processing and Data Processing Technology/Technician.	14	20	20	52	19	30	-33	-63.5%	5	35.7%
11.0401	Information Science/Studies.	110	112	4	3	2	3	-1	-33.3%	-108	-98.2%
11.0501	Computer Systems Analysis/Analyst.	2	2	0	2	3	2	1	50.0%	1	50.0%
11.0601	Data Entry/Microcomputer Applications, General.	238	203	260	250	269	260	19	7.6%	31	13.0%
11.0602	Word Processing.	12	9	8	33	9	17	-24	-72.7%	-3	-25.0%
11.0701	Computer Science.	0	5	0	0	0	0	0	--	0	--
11.0801	Web Page, Digital/Multimedia and Information Resources Design.	441	313	285	314	312	304	-2	-0.6%	-129	-29.3%
11.0802	Data Modeling/Warehousing and Database Administration.	2	9	10	6	10	9	4	66.7%	8	400.0%
11.0803	Computer Graphics.	119	66	89	90	74	84	-16	-17.8%	-45	-37.8%
11.0901	Computer Systems Networking and Telecommunications.	1,290	1,310	1,848	1,584	1481	1,638	-103	-6.5%	191	14.8%
11.1003	Computer and Information Systems Security/Auditing/Information Assurance.	18	196	270	233	322	275	89	38.2%	304	1688.9%
11.1004	Web/Multimedia Management and Webmaster.	21	19	17	9	0	9	-9	-100.0%	-21	-100.0%
11.1006	Computer Support Specialist.	1	1	15	39	55	36	16	41.0%	54	5400.0%
11.1099	Computer/Information Technology Services Administration and Management, Other.	32	63	56	50	40	49	-10	-20.0%	8	25.0%
11.9997	Topics.	42	11	17	17	24	19	7	41.2%	-18	-42.9%
12.0401	Cosmetology/Cosmetologist, General.	646	516	639	1,017	1271	976	254	25.0%	625	96.7%
12.0402	Barbering/Barber.	0	0	60	136	186	127	50	36.8%	186	--
12.0409	Aesthetician/Esthetician and Skin Care Specialist.	128	88	125	179	198	167	19	10.6%	70	54.7%
12.0410	Nail Technician/Specialist and Manicurist.	0	4	2	5	3	3	-2	-40.0%	3	--
12.0412	Salon/Beauty Salon Management/Manager.	237	189	237	372	400	336	28	7.5%	163	68.8%
12.0500	Cooking and Related Culinary Arts, General.	17	22	43	46	45	45	-1	-2.2%	28	164.7%
12.0501	Baking and Pastry Arts/Baker/Pastry Chef.	185	191	220	297	66	194	-231	-77.8%	-119	-64.3%
12.0503	Culinary Arts/Chef Training.	618	680	873	1,013	1492	1,126	479	47.3%	874	141.4%
12.0504	Restaurant, Culinary, and Catering Management/Manager.	1,817	1,397	1,648	2,069	2227	1,981	158	7.6%	410	22.6%
12.0505	Food Preparation/Professional Cooking/Kitchen Assistant.	205	224	120	133	124	126	-9	-6.8%	-81	-39.5%
12.0507	Food Service, Waiter/Waitress, and Dining Room Management/Manager.	17	11	14	0	0	5	0	--	-17	-100.0%
12.9994	Career Exploration.	0	7	20	10	6	12	-4	-40.0%	6	--
12.9996	Certification/Licensure Review.	27	22	26	52	38	39	-14	-26.9%	11	40.7%
13.0101	Education, General.	167	154	215	397	421	344	24	6.0%	254	152.1%
13.0201	Bilingual and Multilingual Education.	0	3	0	4	2	2	-2	-50.0%	2	--
13.0299	Bilingual, Multilingual, and Multicultural Education, Other.	24	44	33	28	45	35	17	60.7%	21	87.5%
13.0501	Educational/Instructional Technology.	30	46	35	30	41	35	11	36.7%	11	36.7%
13.0901	Social and Philosophical Foundations of Education.	319	657	463	836	1045	781	209	25.0%	726	227.6%
13.1001	Special Education and Teaching, General.	2	11	32	49	35	39	-14	-28.6%	33	1650.0%
13.1202	Elementary Education and Teaching.	6	4	4	19	7	10	-12	-63.2%	1	16.7%
13.1210	Early Childhood Education and Teaching.	168	140	70	139	159	123	20	14.4%	-9	-5.4%
13.1301	Agricultural Teacher Education.	0	2	0	11	9	7	-2	-18.2%	9	--
13.1302	Art Teacher Education.	1	0	0	0	0	0	0	--	-1	-100.0%
13.1307	Health Teacher Education.	367	305	340	444	600	461	156	35.1%	233	63.5%
13.1314	Physical Education Teaching and Coaching.	5	23	23	9	16	16	7	77.8%	11	220.0%
13.1501	Teacher Assistant/Aide.	1	12	15	21	12	16	-9	-42.9%	11	1100.0%
13.9997	Topics.	42	19	450	14	15	160	1	7.1%	-27	-64.3%
13.9998	Internships.	40	36	65	139	152	119	13	9.4%	112	280.0%



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CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024 3-Year Average	FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference	
							Number	Number	Percent	Number	Percent
14.0101	Engineering, General.	12	11	21	10	30	20	20	200.0%	18	150.0%
14.1101	Engineering Mechanics.	1	2	2	6	2	3	-4	-66.7%	1	100.0%
14.1201	Engineering Physics/Applied Physics.	32	21	26	39	44	36	5	12.8%	12	37.5%
14.4201	Mechatronics, Robotics, and Automation Engineering.	7	40	124	23	109	85	86	373.9%	102	1457.1%
15.0000	Engineering Technologies/Technicians, General.	35	24	32	29	43	35	14	48.3%	8	22.9%
15.0101	Architectural Engineering Technologies/Technicians.	50	37	34	41	58	44	17	41.5%	8	16.0%
15.0201	Civil Engineering Technologies/Technicians.	39	66	42	51	63	52	12	23.5%	24	61.5%
15.0303	Electrical, Electronic, and Communications Engineering Technology/Technician.	326	299	515	447	450	471	3	0.7%	124	38.0%
15.0304	Laser and Optical Technology/Technician.	21	3	12	2	0	5	-2	-100.0%	-21	-100.0%
15.0305	Telecommunications Technology/Technician. (Includes existing programs in 2020 moved from 15.0310)	1	0	0	0	0	0	0	--	-1	-100.0%
15.0306	Integrated Circuit Design Technology/Technician.	0	0	13	11	0	8	-11	-100.0%	0	--
15.0310	Telecommunication Electronics Technology (Cross to 15.0305 for IPEDS)	0	0	0	17	36	18	19	111.8%	36	--
15.0403	Electromechanical/Electromechanical Engineering Technology/Technician.	9	8	7	835	833	558	-2	-0.2%	824	9155.6%
15.0405	Robotics Technology/Technician.	1	12	19	8	20	16	12	150.0%	19	1900.0%
15.0406	Automation Engineer Technology/Technician.	206	174	204	240	259	234	19	7.9%	53	25.7%
15.0499	Electromechanical Technologies/Technicians, Other.	870	770	898	77	127	367	50	64.9%	-743	-85.4%
15.0612	Industrial Technology/Technician.	19	23	1	25	87	38	62	248.0%	68	357.9%
15.0613	Manufacturing Engineering Technology/Technician.	463	624	673	735	812	740	77	10.5%	349	75.4%
15.0614	Welding Engineering Technology/Technician.	0	1	17	27	45	30	18	66.7%	45	--
15.0701	Occupational Safety and Health Technology/Technician.	120	83	102	104	122	109	18	17.3%	2	1.7%
15.0702	Quality Control Technology/Technician.	99	82	45	44	31	40	-13	-29.5%	-68	-68.7%
15.0703	Industrial Safety Technology/Technician.	8	34	0	6	9	5	3	50.0%	1	12.5%
15.0805	Mechanical Engineering/Mechanical Technology/Technician.	0	0	0	12	0	4	-12	-100.0%	0	--
15.1103	Hydraulics and Fluid Power Technology/Technician. (Includes existing programs in 2020 moved from 15.0410)	0	0	3	0	1	1	1	--	1	--
15.1201	Computer Engineering Technology/Technician.	224	183	235	253	247	245	-6	-2.4%	23	10.3%
15.1202	Computer/Computer Systems Technology/Technician.	0	1	0	0	0	0	0	--	0	--
15.1203	Computer Hardware Technology/Technician.	67	65	112	77	46	78	-31	-40.3%	-21	-31.3%
15.1301	Drafting and Design Technology/Technician, General.	1,283	1,023	986	1,419	1584	1,330	165	11.6%	301	23.5%
15.1302	CAD/CADD Drafting and/or Design Technology/Technician. (Includes existing programs in 2020 moved from 15.0810)	1,644	1,165	1,480	1,760	2045	1,762	285	16.2%	401	24.4%
15.1303	Architectural Drafting and Architectural CAD/CADD.	123	137	140	154	200	165	46	29.9%	77	62.6%
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD.	47	88	104	110	141	118	31	28.2%	94	200.0%
15.1307	3-D Modeling and Design Technology/Technician.	0	0	0	0	1	0	1	--	1	--
15.1601	Nanotechnology.	38	59	0	0	0	0	0	--	-38	-100.0%
15.1701	Energy Systems Technology/Technician.	0	0	1	1	0	1	-1	-100.0%	0	--
15.9994	Career Exploration	0	0	0	0	3	1	3	--	3	--
15.9995	Supervised Independent Study.	0	0	0	75	0	25	-75	-100.0%	0	--
15.9997	Topics.	128	35	44	41	58	48	17	41.5%	-70	-54.7%
15.9998	Internships.	1	0	1	0	0	0	0	--	-1	-100.0%
15.9999	Engineering/Engineering-Related Technologies/Technicians, Other.	23	20	25	26	22	24	-4	-15.4%	-1	-4.3%
16.0301	Chinese Language and Literature.	9	7	11	27	15	18	-12	-44.4%	6	66.7%
16.0302	Japanese Language and Literature.	34	27	19	34	26	26	-8	-23.5%	-8	-23.5%
16.0501	German Language and Literature.	168	313	531	636	616	594	-20	-3.1%	448	266.7%
16.0901	French Language and Literature.	214	375	647	532	608	596	76	14.3%	394	184.1%
16.0902	Italian Language and Literature.	22	20	26	0	0	9	0	--	-22	-100.0%
16.0905	Spanish Language and Literature.	5,344	4,994	6,403	6,748	7226	6,792	478	7.1%	1,882	35.2%
16.0997	Topics.	0	186	0	0	0	0	0	--	0	--
16.1101	Arabic Language and Literature.	59	49	43	46	68	52	22	47.8%	9	15.3%
16.1601	American Sign Language (ASL).	44	41	34	91	41	55	-50	-54.9%	-3	-6.8%
16.1603	Sign Language Interpretation and Translation.	52	35	41	38	24	34	-14	-36.8%	-28	-53.8%
16.9996	Certification/Licensure Review.	32	28	21	34	24	26	-10	-29.4%	-8	-25.0%
19.0101	Family and Consumer Sciences/Human Sciences, General.	1,481	1,450	2,006	1,855	1949	1,937	94	5.1%	468	31.6%
19.0401	Family Resource Management Studies, General.	1	1	0	1	0	0	-1	-100.0%	-1	-100.0%
19.0402	Consumer Economics.	0	5	26	15	27	23	12	80.0%	27	--



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CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024 3-Year Average	FY 2023-2024 1-Year Difference	FY 2020-2024 5-Year Difference	Percent
							Number	Number	Number	
19.0501	Foods, Nutrition, and Wellness Studies, General.	60	73	91	109	79	93	-30	19	31.7%
19.0504	Human Nutrition.	107	121	162	168	127	152	-41	20	18.7%
19.0701	Human Development and Family Studies, General.	9	6	18	16	19	18	3	10	111.1%
19.0706	Child Development. (Includes existing programs in 2020 moved from 20.0102)	15	11	10	16	19	15	3	4	26.7%
19.0708	Child Care and Support Services Management.	1	1	0	0	0	0	0	-1	-100.0%
19.0709	Child Care Provider/Assistant.	936	760	801	828	1253	961	425	317	33.9%
19.0901	Apparel and Textiles, General. (Includes existing programs in 2020 moved from 20.0103)	42	20	62	37	0	33	-37	-42	-100.0%
19.0902	Apparel and Textile Manufacture.	22	13	8	13	12	11	-1	-10	-45.5%
19.9997	Topics.	33	34	32	16	33	27	17	0	0.0%
19.9999	Family and Consumer Sciences/Human Sciences, Other.	0	0	22	24	16	21	-8	16	--
22.0302	Legal Assistant/Paralegal.	1	3	0	1	2	1	1	1	100.0%
23.0101	English Language and Literature, General.	359	392	356	469	585	470	116	226	63.0%
23.1301	Writing, General.	20,961	21,259	22,122	26,363	30,125	26,203	3,762	9,164	43.7%
23.1302	Creative Writing.	80	70	46	66	83	65	17	3	3.8%
23.1303	Professional, Technical, Business, and Scientific Writing.	162	169	122	140	146	136	6	-16	-9.9%
23.1304	Rhetoric and Composition.	4,746	5,537	5,553	5,805	6,568	5,975	763	1,822	38.4%
23.1401	General Literature.	0	6	0	0	0	0	0	0	--
23.1402	American Literature (United States).	819	808	834	1,091	1,236	1,054	145	417	50.9%
23.1404	English Literature (British and Commonwealth).	272	154	295	104	157	185	53	-115	-42.3%
23.1405	Children's and Adolescent Literature.	2	0	1	0	3	1	3	1	50.0%
23.9997	Topics.	1	28	0	0	4	1	4	3	300.0%
24.0101	Liberal Arts and Sciences/Liberal Studies.	0	9	7	28	32	22	4	32	--
24.0102	General Studies.	1,500	1,834	1,955	1,868	1,918	1,914	50	418	27.9%
24.0103	Humanities/Humanistic Studies.	470	408	498	443	576	506	133	106	22.6%
24.0105	Orientation Courses (Cross to 24.0199 for IPEDS)	589	432	282	319	429	343	110	-160	-27.2%
24.0197	Special Topics.	0	0	2	1	0	1	-1	0	--
24.0198	Internships.	94	50	60	46	45	50	-1	-49	-52.1%
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other.	120	112	41	39	11	30	-28	-109	-90.8%
24.9997	Topics.	15	17	6	6	19	10	13	4	26.7%
26.0101	Biology/Biological Sciences, General. (Includes existing programs in 2020 moved from 26.0699)	2,831	2,947	3,441	3,220	3,555	3,405	335	724	25.6%
26.0301	Botany/Plant Biology.	7	3	10	30	3	14	-27	-4	-57.1%
26.0403	Anatomy.	1,424	1,623	1,505	1,591	1,868	1,655	277	444	31.2%
26.0406	Cell/Cellular and Molecular Biology.	2	8	3	6	3	4	-3	1	50.0%
26.0502	Microbiology, General.	33	40	46	35	62	48	27	29	87.9%
26.0701	Zoology/Animal Biology.	74	62	34	45	58	46	13	-16	-21.6%
26.0801	Genetics, General.	14	55	47	73	59	60	-14	45	321.4%
26.0910	Pathology/Experimental Pathology.	25	0	0	0	0	0	0	-25	-100.0%
26.1001	Pharmacology.	24	25	19	22	25	22	3	1	4.2%
26.1301	Ecology.	108	89	233	270	361	288	91	253	234.3%
26.1302	Marine Biology and Biological Oceanography.	100	0	1	0	1	1	1	-99	-99.0%
26.1303	Evolutionary Biology.	0	0	0	1	0	0	-1	0	--
26.1305	Environmental Biology.	393	389	446	465	587	499	122	194	49.4%
27.0101	Mathematics, General.	7,900	8,643	8,267	8,706	8,743	8,572	37	843	10.7%
27.0103	Analysis and Functional Analysis.	53	52	56	57	47	53	-10	-6	-11.3%
27.0301	Applied Mathematics, General.	1,977	1,931	2,234	2,444	2,770	2,483	326	793	40.1%
27.0304	Computational and Applied Mathematics.	0	0	3	0	2	2	2	2	--
27.0501	Statistics, General.	2,952	3,214	3,648	4,282	4,998	4,309	716	2,046	69.3%
27.0503	Mathematics and Statistics.	0	0	0	0	2	1	2	2	--
30.0101	Biological and Physical Sciences.	41	76	72	40	47	53	7	6	14.6%
30.0197	Topics.	17	19	12	0	0	4	0	-17	-100.0%
30.1101	Gerontology.	0	0	0	3	0	1	-3	0	--
30.2301	Intercultural/Multicultural and Diversity Studies.	1	0	0	0	0	0	0	-1	-100.0%
30.3301	Sustainability Studies.	13	14	0	0	0	0	0	-13	-100.0%
30.9996	Certification/Licensure Review	0	0	0	0	15	5	15	15	--
31.0101	Parks, Recreation and Leisure Studies.	0	2	1	2	1	1	-1	1	--





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							Number	Number	Percent	
31.0301	Parks, Recreation, and Leisure Facilities Management, General.	5	2	0	0	0	0	0	--	-5 -100.0%
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General.	2,142	2,999	3,761	4,874	5489	4,708	615	12.6%	3,347 156.3%
31.0504	Sport and Fitness Administration/Management.	12	56	3	3	21	9	18	600.0%	9 75.0%
32.0107	Career Exploration/Awareness Skills.	127	112	215	275	277	256	2	0.7%	150 118.1%
36.0202	Aircraft Pilot (Private) (Moved from 36.0119)	17	12	16	18	27	20	9	50.0%	10 58.8%
38.0101	Philosophy.	309	197	237	208	225	223	17	8.2%	-84 -27.2%
38.0102	Logic.	101	77	94	107	100	100	-7	-6.5%	-1 -1.0%
38.0103	Ethics.	311	209	245	298	370	304	72	24.2%	59 19.0%
38.0201	Religion/Religious Studies.	300	237	232	230	289	250	59	25.7%	-11 -3.7%
40.0101	Physical Sciences, General.	55	64	56	74	54	61	-20	-27.0%	-1 -1.8%
40.0201	Astronomy.	156	152	180	164	227	190	63	38.4%	71 45.5%
40.0401	Atmospheric Sciences and Meteorology, General.	20	69	56	68	68	64	0	0.0%	48 240.0%
40.0499	Atmospheric Sciences and Meteorology, Other.	0	1	0	0	26	9	26	--	26 --
40.0501	Chemistry, General.	730	832	969	1,088	1197	1,085	109	10.0%	467 64.0%
40.0503	Inorganic Chemistry.	162	147	134	169	141	148	-28	-16.6%	-21 -13.0%
40.0504	Organic Chemistry.	58	54	43	26	44	38	18	69.2%	-14 -24.1%
40.0599	Chemistry, Other.	3	9	23	14	37	25	23	164.3%	34 1133.3%
40.0601	Geology/Earth Science, General.	722	644	724	718	883	775	165	23.0%	161 22.3%
40.0603	Geophysics and Seismology.	8	6	9	12	7	9	-5	-41.7%	-1 -12.5%
40.0607	Oceanography, Chemical and Physical.	25	5	38	3	6	16	3	100.0%	-19 -76.0%
40.0699	Geological and Earth Sciences/Geosciences, Other.	0	0	0	0	1	0	1	--	1 --
40.0801	Physics, General.	257	299	169	188	191	183	3	1.6%	-66 -25.7%
40.9996	Certification/Licensure Review.	0	0	0	2	74	25	72	3600.0%	74 --
42.0101	Psychology, General.	3467	3547	3,806	4,336	4680	4,274	344	7.9%	1,213 35.0%
42.2701	Cognitive Psychology and Psycholinguistics.	13	2	33	0	0	11	0	--	-13 -100.0%
42.2703	Developmental and Child Psychology.	533	553	570	593	853	672	260	43.8%	320 60.0%
42.2707	Social Psychology.	133	105	88	90	141	106	51	56.7%	8 6.0%
42.2804	Industrial and Organizational Psychology.	2	0	3	3	2	3	-1	-33.3%	0 0.0%
42.2806	Educational Psychology.	22	19	11	7	9	9	2	28.6%	-13 -59.1%
42.9996	Certification/Licensure Review.	0	0	1	1	3	2	2	200.0%	3 --
43.0102	Corrections.	240	182	86	196	127	136	-69	-35.2%	-113 -47.1%
43.0103	Criminal Justice/Law Enforcement Administration.	388	346	436	305	429	390	124	40.7%	41 10.6%
43.0104	Criminal Justice/Safety Studies.	169	181	224	241	199	221	-42	-17.4%	30 17.8%
43.0107	Criminal Justice/Police Science.	1,347	1,235	1,380	1,314	1439	1,378	125	9.5%	92 6.8%
43.0109	Security and Loss Prevention Services.	8	12	0	0	0	0	0	--	-8 -100.0%
43.0114	Law Enforcement Investigation and Interviewing.	0	3	0	4	0	1	-4	-100.0%	0 --
43.0199	Corrections and Criminal Justice, Other.	30	56	7	66	10	28	-56	-84.8%	-20 -66.7%
43.0201	Fire Prevention and Safety Technology/Technician.	165	137	153	158	157	156	-1	-0.6%	-8 -4.8%
43.0202	Fire Services Administration.	12	10	12	34	21	22	-13	-38.2%	9 75.0%
43.0203	Fire Science/Fire-fighting.	414	390	403	435	440	426	5	1.1%	26 6.3%
43.0204	Fire Systems Technology.	12	9	10	9	13	11	4	44.4%	1 8.3%
43.0301	Homeland Security.	0	0	28	21	26	25	5	23.8%	26 --
43.0403	Cyber/Computer Forensics and Counterterrorism (Moved from 43.0116)	0	14	9	14	9	11	-5	-35.7%	9 --
43.0406	Forensic Science and Technology. (Moved from 43.0106)	78	126	171	182	134	162	-48	-26.4%	56 71.8%
43.9994	Career Exploration.	79	19	16	43	31	30	-12	-27.9%	-48 -60.8%
43.9996	Certification/Licensure Review	0	0	0	0	8	3	8	--	8 --
43.9997	Topics.	9	7	7	15	0	7	-15	-100.0%	-9 -100.0%
43.9998	Internship.	12	9	8	28	16	17	-12	-42.9%	4 33.3%
44.0701	Social Work.	66	54	107	151	142	133	-9	-6.0%	76 115.2%
44.9998	Internships	0	0	0	0	1	0	1	--	1 --
45.0101	Social Sciences, General.	34	22	32	47	24	34	-23	-48.9%	-10 -29.4%
45.0201	Anthropology, General.	161	92	66	83	148	99	65	78.3%	-13 -8.1%
45.0301	Archeology.	0	1	2	0	1	1	1	--	1 --
45.0401	Criminology.	53	113	74	142	91	102	-51	-35.9%	38 71.7%
45.0501	Demography and Population Studies.	1	1	0	2	2	1	0	0.0%	1 100.0%
45.0601	Economics, General.	868	631	666	758	865	763	107	14.1%	-3 -0.3%



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CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024 3-Year Average	FY 2023-2024 1-Year Difference	FY 2020-2024 5-Year Difference	Percent
							Number	Number	Percent	
45.0701	Geography.	98	125	93	83	164	113	81	66	97.6%
45.0901	International Relations and Affairs.	126	69	80	88	86	85	-2	-40	-2.3%
45.1001	Political Science and Government, General.	1,181	1,483	1,479	1,604	1959	1,681	355	778	22.1%
45.1101	Sociology, General.	1,357	1,381	1,616	1,816	1753	1,728	-63	396	-3.5%
45.9997	Topics.	7	0	4	1	0	2	-1	-7	-100.0%
46.0000	Construction Trades, General.	37	25	39	33	14	29	-19	-23	-57.6%
46.0201	Carpentry/Carpenter.	588	671	985	808	754	849	-54	166	-6.7%
46.0299	Carpenter/Construction, Other.	20	16	36	61	56	51	-5	36	-8.2%
46.0302	Electrician.	28	33	37	55	23	38	-32	-5	-58.2%
46.0403	Building/Home/Construction Inspection/Inspector.	37	27	30	28	33	30	5	-4	17.9%
46.0415	Building Construction Technology/Technician.	0	1	78	65	75	73	10	75	15.4%
47.0103	Communications Systems Installation and Repair Technology/Technician.	5	13	12	0	0	4	0	-5	--
47.0104	Computer Installation and Repair Technology/Technician.	538	280	503	364	376	414	12	-162	3.3%
47.0105	Industrial Electronics Technology/Technician.	42	44	25	39	53	39	14	11	35.9%
47.0199	Electrical/Electronics Maintenance and Repair Technologies/Technicians, Other.	10	0	0	0	0	0	0	-10	--
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.	52	62	77	111	157	115	46	105	41.4%
47.0303	Industrial Mechanics and Maintenance Technology/Technician.	0	23	9	50	7	22	-43	7	-86.0%
47.0603	Autobody/Collision and Repair Technology/Technician.	99	77	82	121	93	99	-28	-6	-23.1%
47.0604	Automobile/Automotive Mechanics Technology/Technician.	2,028	1,699	2,204	2,588	3259	2,684	671	1,231	25.9%
47.0605	Diesel Mechanics Technology/Technician.	69	36	47	115	101	88	-14	32	-12.2%
47.0606	Small Engine Mechanics and Repair Technology/Technician.	42	22	31	127	125	94	-2	83	-1.6%
47.0609	Avionics Maintenance Technology/Technician.	0	0	0	0	28	9	28	28	--
47.0611	Motorcycle Maintenance and Repair Technology/Technician.	0	6	4	7	25	12	18	25	257.1%
47.0614	Alternative Fuel Vehicle Technology/Technician.	0	0	3	2	1	2	-1	1	-50.0%
47.9996	Certification/Licensure Review.	2	3	9	9	7	8	-2	5	-22.2%
47.9997	Topics.	10	6	1	16	0	6	-16	-10	-100.0%
47.9998	Internship.	0	0	5	0	0	2	0	0	--
47.9999	Mechanic and Repair Technologies/Technicians, Other.	4	27	28	37	54	40	17	50	45.9%
48.0000	Precision Production Trades, General.	0	0	0	14	12	9	-2	12	-14.3%
48.0501	Machine Tool Technology/Machinist.	110	83	86	104	108	99	4	-2	3.8%
48.0503	Machine Shop Technology/Assistant.	877	641	733	687	733	718	46	-144	6.7%
48.0506	Sheet Metal Technology/Sheetworking.	81	64	60	77	46	61	-31	-35	-40.3%
48.0508	Welding Technology/Welder. (Includes existing programs in 2020 moved from 15.0610)	3,047	2,381	3,198	4,263	4721	4,061	458	1,674	10.7%
48.0510	Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.	26	37	64	163	163	130	0	137	0.0%
48.0599	Precision Metal Working, Other.	41	19	29	22	31	27	9	-10	40.9%
48.9995	Supervised Independent Study.	0	9	6	0	0	2	0	0	--
48.9997	Topics.	12	12	15	18	44	26	26	32	144.4%
49.0102	Airline/Commercial/Professional Pilot and Flight Crew.	12	10	9	9	14	11	5	2	55.6%
49.0199	Air Transportation, Other.	0	0	0	51	17	23	-34	17	-66.7%
49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor.	0	0	0	4	9	4	5	9	125.0%
50.0101	Visual and Performing Arts, General.	19	34	23	32	23	26	-9	4	-28.1%
50.0201	Crafts/Craft Design, Folk Art and Artisanry.	22	19	14	20	22	19	2	0	10.0%
50.0301	Dance, General.	12	8	0	12	13	8	1	1	8.3%
50.0302	Ballet.	0	9	0	13	14	9	1	14	7.7%
50.0401	Design and Visual Communications, General.	550	386	570	578	773	640	195	223	33.7%
50.0406	Commercial Photography.	912	725	634	594	485	571	-109	-427	-18.4%
50.0407	Fashion/Apparel Design.	0	0	0	0	111	37	111	111	--
50.0408	Interior Design.	0	14	48	96	78	74	-18	78	-18.8%
50.0409	Graphic Design.	18	0	97	109	116	107	7	98	6.4%
50.0501	Drama and Dramatics/Theatre Arts, General.	128	146	107	192	128	142	-64	0	-33.3%
50.0502	Technical Theatre/Theatre Design and Technology	0	0	1	0	0	0	0	0	--
50.0505	Theatre Literature, History and Criticism.	0	1	0	1	53	18	52	53	5200.0%
50.0506	Acting.	18	95	41	11	63	38	52	45	472.7%
50.0599	Dramatic/Theatre Arts and Stagecraft, Other.	9	17	13	10	14	12	4	5	40.0%
50.0601	Film/Cinema/Media Studies.	23	31	38	63	42	48	-21	19	-33.3%
50.0602	Cinematography and Film/Video Production.	181	160	113	174	175	154	1	-6	0.6%



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CIP	COURSE NAME	2020	2021	2022	2023	FY 2022-2024	FY 2023-2024	FY 2020-2024			
						3-Year Average	1-Year Difference	5-Year Difference			
						Number	Number	Percent	Number	Percent	
50.0605	Photography.	130	90	186	287	344	272	57	19.9%	214	164.6%
50.0701	Art/Art Studies, General.	507	504	608	642	770	673	128	19.9%	263	51.9%
50.0702	Fine/Studio Arts, General.	0	0	0	3	0	1	-3	-100.0%	0	--
50.0703	Art History, Criticism and Conservation.	203	180	181	177	237	198	60	33.9%	34	16.7%
50.0705	Drawing.	86	105	75	92	65	77	-27	-29.3%	-21	-24.4%
50.0708	Painting.	2	2	6	10	3	6	-7	-70.0%	1	50.0%
50.0709	Sculpture.	0	0	0	0	1	0	1	--	1	--
50.0710	Printmaking.	0	0	0	49	48	32	-1	-2.0%	48	--
50.0711	Ceramic Arts and Ceramics.	65	39	34	39	41	38	2	5.1%	-24	-36.9%
50.0713	Jewelry Arts.	0	0	1	0	4	2	4	--	4	--
50.0901	Music, General	0	10	0	0	21	7	21	--	21	--
50.0902	Music History, Literature, and Theory.	1,041	1,197	1,085	1,159	1168	1,137	9	0.8%	127	12.2%
50.0903	Music Performance, General.	405	335	399	450	516	455	66	14.7%	111	27.4%
50.0904	Music Theory and Composition.	89	74	186	184	446	272	262	142.4%	357	401.1%
50.0910	Jazz/Jazz Studies.	0	0	0	10	0	3	-10	-100.0%	0	--
50.0913	Music Technology.	0	0	1	0	1	1	1	--	1	--
50.9996	Certification/Licensure Review.	1	0	0	0	2	1	2	--	1	100.0%
50.9997	Topics.	4	9	8	15	9	11	-6	-40.0%	5	125.0%
51.0000	Health Services/Allied Health/Health Sciences, General.	1,506	1,515	2121	1946	1986	2,018	40	2.1%	480	31.9%
51.0705	Medical Office Management/Administration.	2	1	0	1	0	0	-1	-100.0%	-2	-100.0%
51.0707	Health Information/Medical Records Technology/Technician.	273	345	239	307	600	382	293	95.4%	327	119.8%
51.0708	Medical Transcription/Transcriptionist.	180	205	159	121	109	130	-12	-9.9%	-71	-39.4%
51.0710	Medical Office Assistant/Specialist.	2,803	2,807	2,777	2,886	3354	3,006	468	16.2%	551	19.7%
51.0714	Medical Insurance Specialist/Medical Biller.	2	0	0	1	7	3	6	600.0%	5	250.0%
51.0801	Medical/Clinical Assistant.	51	81	79	88	75	81	-13	-14.8%	24	47.1%
51.0805	Pharmacy Technician/Assistant.	2	1	0	3	5	3	2	66.7%	3	150.0%
51.0810	Emergency Care Attendant (EMT Ambulance).	0	1	0	1	1	1	0	0.0%	1	--
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	416	352	398	428	473	433	45	10.5%	57	13.7%
51.0907	Medical Radiologic Technology/Science - Radiation Therapist.	0	0	0	1	1	1	0	0.0%	1	--
51.0908	Respiratory Care Therapy/Therapist.	8	0	0	0	0	0	0	--	-8	-100.0%
51.0913	Athletic Training/Trainer.	0	3	0	1	0	0	-1	-100.0%	0	--
51.1004	Clinical/Medical Laboratory Technician.	61	25	7	20	31	19	11	55.0%	-30	-49.2%
51.1009	Phlebotomy Technician/Phlebotomist.	0	2	0	0	0	0	0	--	0	--
51.1012	Sterile Processing Technology/Technician.	0	0	0	26	168	65	142	546.2%	168	--
51.1508	Mental Health Counseling/Counselor.	0	0	0	1	0	0	-1	-100.0%	0	--
51.2201	Public Health, General.	54	57	69	43	54	55	11	25.6%	0	0.0%
51.3104	Dietitian Assistant.	19	11	3	3	15	7	12	400.0%	-4	-21.1%
51.3501	Massage Therapy/Therapeutic Massage.	15	11	9	11	10	10	-1	-9.1%	-5	-33.3%
51.3901	Licensed Practical/Vocational Nurse Training.	27	46	17	55	52	41	-3	-5.5%	25	92.6%
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide. (Includes existing programs in 2020 moved from 51.1620)	2,878	2,695	3,151	3,390	3943	3,495	553	16.3%	1,065	37.0%
51.9994	Career Exploration.	371	384	485	395	522	467	127	32.2%	151	40.7%
51.9996	Certification/Licensure Review.	0	0	0	1	0	0	-1	-100.0%	0	--
51.9997	Topics.	29	23	26	33	19	26	-14	-42.4%	-10	-34.5%
51.9998	Internships.	9	16	5	9	5	6	-4	-44.4%	-4	-44.4%
51.9999	Health Professions and Related Clinical Sciences, Other.	415	338	346	319	333	333	14	4.4%	-82	-19.8%
52.0101	Business/Commerce, General.	1,537	1,820	1,867	2,112	2441	2,140	329	15.6%	904	58.8%
52.0201	Business Administration and Management, General.	157	147	196	185	154	178	-31	-16.8%	-3	-1.9%
52.0203	Logistics, Materials, and Supply Chain Management	0	1	0	0	0	0	0	--	0	--
52.0301	Accounting.	279	312	367	684	612	554	-72	-10.5%	333	119.4%
52.0302	Accounting Technology/Technician and Bookkeeping.	666	650	915	988	850	918	-138	-14.0%	184	27.6%
52.0401	Administrative Assistant and Secretarial Science, General.	1,398	1,168	1252	1315	1255	1,274	-60	-4.6%	-143	-10.2%
52.0407	Business/Office Automation/Technology/Data Entry.	2,505	2,178	2,444	2,729	3009	2,727	280	10.3%	504	20.1%
52.0408	General Office Occupations and Clerical Services.	2,070	1,154	1,270	1,307	1080	1,219	-227	-17.4%	-990	-47.8%
52.0411	Customer Service Support/Call Center/Teleservice Operation.	30	49	86	114	135	112	21	18.4%	105	350.0%
52.0701	Entrepreneurship/Entrepreneurial Studies.	1,239	1,622	2,660	3,001	3449	3,037	448	14.9%	2,210	178.4%



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CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024	FY 2023-2024		FY 2020-2024	
							3-Year Average	1-Year Difference	5-Year Difference	1-Year Difference	5-Year Difference
							Number	Number	Percent	Number	Percent
52.0703	Small Business Administration/Management.	461	479	472	654	730	619	76	11.6%	269	58.4%
52.0801	Finance, General.	18	14	11	61	45	39	-16	-26.2%	27	150.0%
52.0803	Banking and Financial Support Services.	303	151	299	353	571	408	218	61.8%	268	88.4%
52.0807	Investments and Securities.	34	26	19	16	17	17	1	6.3%	-17	-50.0%
52.0903	Tourism and Travel Services Management.	13	11	11	13	4	9	-9	-69.2%	-9	-69.2%
52.0904	Hotel/Motel Administration/Management.	13	30	44	42	47	44	5	11.9%	34	261.5%
52.1001	Human Resources Management/Personnel Administration, General.	57	76	129	82	241	151	159	193.9%	184	322.8%
52.1003	Organizational Behavior Studies.	23	23	31	30	64	42	34	113.3%	41	178.3%
52.1101	International Business/Trade/Commerce.	0	0	0	4	1	2	-3	-75.0%	1	--
52.1401	Marketing/Marketing Management, General.	716	740	777	923	890	863	-33	-3.6%	174	24.3%
52.1402	Marketing Research.	32	24	269	207	259	245	52	25.1%	227	709.4%
52.1404	Digital Marketing.	0	0	0	2	54	19	52	2600.0%	54	--
52.1803	Retailing and Retail Operations.	1	0	0	1	0	0	-1	-100.0%	-1	-100.0%
52.1804	Selling Skills and Sales Operations.	46	62	54	62	23	46	-39	-62.9%	-23	-50.0%
52.1902	Fashion Merchandising.	47	140	157	157	177	164	20	12.7%	130	276.6%
52.1905	Tourism and Travel Services Marketing Operations.	6	4	10	12	22	15	10	83.3%	16	266.7%
52.1908	Business and Personal/Financial Services Marketing Operations.	0	0	0	0	22	7	22	--	22	--
52.2001	Construction Management, General	0	4	4	3	23	10	20	666.7%	23	--
52.9994	Career Exploration.	354	218	426	314	302	347	-12	-3.8%	-52	-14.7%
52.9997	Topics.	60	52	70	0	0	23	0	--	-60	-100.0%
52.9998	Internships.	1	33	41	28	31	33	3	10.7%	30	3000.0%
52.9999	Business, Management, Marketing, and Related Support Services, Other.	4	0	1	11	32	15	21	190.9%	28	700.0%
54.0101	History, General.	822	938	807	985	997	930	12	1.2%	175	21.3%
54.0102	American History (United States).	4,032	4,138	4,384	5,554	6340	5,426	786	14.2%	2,308	57.2%
54.0106	Asian History.	49	41	121	59	30	70	-29	-49.2%	-19	-38.8%
54.0196	World History.	7	8	3	18	8	10	-10	-55.6%	1	14.3%
54.9996	Certification/Licensure Review.	15	24	48	200	245	164	45	22.5%	230	1533.3%
	TOTALS	133,394	130,943	146,391	163,283	182,093	163,922	18,810	11.5%	48,699	36.5%
	Pure										
	Minimum	0	0	0	0	0	0	-231	-100.0%	-990	-100.0%
	Maximum	20,961	21,259	22,122	26,363	30,125	26,203	3,762	9700.0%	9,164	9155.6%
	Median	26	26	32	36	41	36	1	6.1%	4	19.9%
	Standard Deviation	1,267	1,287	1,363	1,579	1,780	1,572	218	642.8%	564	659.9%
	Average	324	318	355	396	442	398	46	79.1%	118	129.7%

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





Illinois Community College Board  
Table B-14  
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 2-DIGIT CIP  
FOR FISCAL YEARS 2020-2024

CIP	COURSE NAME	2020	2021	2022	2023	2024	FY 2022-2024 3-Year Average	FY 2023-2024		FY 2020-2024	
							Number	Number	Percent	Number	Percent
01.	Agriculture, Agriculture Operations, and Related Sciences	1,932	2,031	2,348	2,686	3,359	2,798	673	25.1%	1,427	73.9%
03.	Natural Resources and Conservation	8	13	0	0	10	3	10	--	2	25.0%
04.	Architecture and Related Services	4	3	23	21	19	21	-2	-9.5%	15	375.0%
05.	Area, Ethnic, Cultural, Gender, and Group Studies	157	238	268	403	484	385	81	20.1%	327	208.3%
09.	Communication, Journalism and Related Programs	600	642	655	739	763	719	24	3.2%	163	27.2%
10.	Communications, Technologies/Technicians and Support Services	1,014	732	818	848	961	876	113	13.3%	-53	-5.2%
11.	Computer and Information Sciences and Support Services	6,885	5,447	6,382	6,252	6,441	6,358	189	3.0%	-444	-6.4%
12.	Personal and Culinary Services	3,897	3,351	4,027	5,329	6,056	5,137	727	13.6%	2,159	55.4%
13.	Education	1,172	1,456	1,745	2,140	2,559	2,148	419	19.6%	1,387	118.3%
14.	Engineering	52	74	173	78	185	145	107	137.2%	133	255.8%
15.	Engineering Technologies and Engineering-Related Fields	5,845	5,016	5,745	6,627	7,343	6,572	716	10.8%	1,498	25.6%
16.	Foreign Languages, Literatures, and Linguistics	5,978	6,075	7,776	8,186	8,648	8,203	462	5.6%	2,670	44.7%
19.	Family and Consumer Sciences/Human Sciences	2,707	2,495	3,238	3,098	3,534	3,290	436	14.1%	827	30.6%
22.	Legal Professions and Studies	1	3	0	1	2	1	1	100.0%	1	100.0%
23.	English Language and Literature/Letters	27,402	28,423	29,329	34,038	38,907	34,091	4,869	14.3%	11,505	42.0%
24.	Liberal Arts and Sciences, General Studies and Humanities	2,788	2,862	2,851	2,750	3,030	2,877	280	10.2%	242	8.7%
26.	Biological and Biomedical Sciences	5,035	5,241	5,785	5,758	6,582	6,042	824	14.3%	1,547	30.7%
27.	Mathematics and Statistics	12,882	13,840	14,208	15,489	16,562	15,420	1,073	6.9%	3,680	28.6%
30.	Multi/Interdisciplinary Studies	72	109	84	43	62	63	19	44.2%	-10	-13.9%
31.	Parks, Recreation, Leisure and Fitness Studies	2,159	3,059	3,765	4,879	5,511	4,718	632	13.0%	3,352	155.3%
32.	Basic Skills and Developmental/Remedial Education	127	112	215	275	277	256	2	0.7%	150	118.1%
36.	Leisure and Recreational Activities	17	12	16	18	27	20	9	50.0%	10	58.8%
38.	Philosophy and Religious Studies	1,021	720	808	843	984	878	141	16.7%	-37	-3.6%
40.	Physical Sciences	2,196	2,282	2,401	2,526	2,956	2,628	430	17.0%	760	34.6%
42.	Psychology	4,170	4,226	4,512	5,030	5,688	5,077	658	13.1%	1,518	36.4%
43.	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	2,963	2,736	2,950	3,065	3,059	3,025	-6	-0.2%	96	3.2%
44.	Public Administration and Social Services Professions	66	54	107	151	143	134	-8	-5.3%	77	116.7%
45.	Social Sciences	3,886	3,918	4,112	4,624	5,093	4,610	469	10.1%	1,207	31.1%
46.	Construction Trades	710	773	1,205	1,050	955	1,070	-95	-9.0%	245	34.5%
47.	Mechanics and Repair Technologies/Technicians	2,901	2,298	3,040	3,586	4,286	3,637	700	19.5%	1,385	47.7%
48.	Precision Production	4,194	3,246	4,191	5,348	5,858	5,132	510	9.5%	1,664	39.7%
49.	Transportation and Materials Moving	12	10	9	64	40	38	-24	-37.5%	28	233.3%
50.	Visual and Performing Arts	4,425	4,190	4,469	5,022	5,786	5,092	764	15.2%	1,361	30.8%
51.	Health Professions and Related Programs	9,121	8,919	9,891	10,090	11,763	10,581	1,673	16.6%	2,642	29.0%
52.	Business Management, Marketing, and Related Supportive Services	12,070	11,188	13,882	15,410	16,540	15,277	1,130	7.3%	4,470	37.0%
54.	History	4,925	5,149	5,363	6,816	7,620	6,600	804	11.8%	2,695	54.7%
TOTALS		133,394	130,943	146,391	163,283	182,093	163,922	18,810	11.5%	48,699	36.5%
Pure											
Minimum		1	3	0	0	2	1	-95	-37.5%	-444	-13.9%
Maximum		27,402	28,423	29,329	34,038	38,907	34,091	4,869	137.2%	11,505	375.0%
Median		2,452	2,397	2,901	2,908	3,209	2,951	425	13.1%	794	36.7%
Standard Deviation		5,218	5,335	5,640	6,415	7,218	6,419	849	29.5%	2,124	83.5%
Average		3,705	3,637	4,066	4,536	5,058	4,553	523	17.0%	1,353	68.9%

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





Illinois Community College Board  
Table B-15  
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY CAREER CLUSTER  
FOR FISCAL YEARS 2020-2024

Career Clusters Code Title	2020*	2021*	2022	2023	2024	FY 2022-2024 3-Year Average	FY 2023-2024 1-Year Difference		FY 2020-2024 5-Year Difference	
						Number	Number	Percent	Number	Percent
01 Agriculture, Food & Natural Resources	1,889	1,966	2,285	2,592	3,312	2,730	720	27.8%	1,423	75.3%
02 Architecture & Construction	1,025	1,184	1,677	1,637	1,694	1,669	57	3.5%	669	65.3%
03 Arts, Audio/Video Technology & Communications	6,040	5,559	5,905	6,567	7,503	6,658	936	14.3%	1,463	24.2%
04 Business Management & Administration	13,432	12,327	13,906	15,200	17,044	15,383	1,844	12.1%	3,612	26.9%
05 Education & Training	3,232	4,531	5,581	7,143	8,113	6,946	970	13.6%	4,881	151.0%
06 Finance	1,300	1,153	1,611	2,102	2,117	1,943	15	0.7%	817	62.8%
07 Government & Public Administration	1,307	1,552	1,559	1,692	2,045	1,765	353	20.9%	738	56.5%
08 Health Science	5,873	5,617	6,719	6,775	7,714	7,069	939	13.9%	1,841	31.3%
09 Hospitality & Tourism	2,891	2,558	2,965	3,622	3,999	3,529	377	10.4%	1,108	38.3%
10 Human Services	7,891	7,505	8,817	9,922	11,374	10,038	1,452	14.6%	3,483	44.1%
11 Information Technology	6,635	5,235	6,114	5,969	6,163	6,082	194	3.3%	-472	-7.1%
12 Law, Public Safety, Corrections & Security	2,964	2,739	2,950	3,066	3,053	3,023	-13	-0.4%	89	3.0%
13 Manufacturing	10,015	8,001	9,886	11,667	12,729	11,427	1,062	9.1%	2,714	27.1%
14 Marketing	852	1,277	1,805	1,716	1,714	1,745	-2	-0.1%	862	101.2%
15 Science, Technology, Engineering & Mathematics	23,273	24,472	25,721	27,432	29,937	27,697	2,505	9.1%	6,664	28.6%
16 Transportation, Distribution & Logistics	2,271	1,899	2,434	3,092	3,751	3,092	659	21.3%	1,480	65.2%
17 Other/Transfer	<u>42,504</u>	<u>43,368</u>	<u>46,456</u>	<u>53,089</u>	<u>59,831</u>	<u>53,125</u>	<u>6,742</u>	<u>12.7%</u>	<u>17,327</u>	<u>40.8%</u>
TOTALS	133,394	130,943	146,391	163,283	182,093	163,922	18,810	11.5%	48,699	36.5%
Pure										
Minimum	852	1,153	1,559	1,637	1,694	1,669	-13	-0.4%	-472	-7.1%
Maximum	42,504	43,368	46,456	53,089	59,831	53,125	6,742	27.8%	17,327	151.0%
Median	3,232	4,531	5,581	5,969	6,163	6,082	720	12.1%	1,463	40.8%
Standard Deviation	10,609.5	10,845.6	11,500.7	12,979.9	14,559.9	13,008.8	1,610.8	8.0%	4,146.6	37.4%
Average	7,847	7,703	8,611	9,605	10,711	9,642	1,106	11.0%	2,865	49.1%

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

Illinois Community College Board  
Table B-16  
DUAL CREDIT COURSE ENROLLMENT BY INSTRUCTIONAL SITE AND BY COLLEGE  
FISCAL YEAR 2024



Dist. No. District/College	Main College Campus	High School Campus	Off-Campus College Facility	Online/ Internet	Distance Learning	Other/ Unknown Location	Total
503 Black Hawk	30	2,937	134	304	0	162	3,567
518 Carl Sandburg	123	1,002	162	1,008	0	0	2,295
508 City Colleges of Chicago	(85)	(0)	(11,303)	(0)	(0)	(1,441)	(12,829)
02 Harold Washington	0	0	2,134	0	0	110	2,244
04 Harry S Truman	18	0	274	0	0	1,061	1,353
01 Kennedy-King	16	0	1,506	0	0	87	1,609
03 Malcolm X	0	0	1,012	0	0	64	1,076
05 Olive-Harvey	51	0	1,383	0	0	40	1,474
06 Richard J. Daley	0	0	3,052	0	0	37	3,089
07 Wilbur Wright	0	0	1,942	0	0	42	1,984
502 College of DuPage	0	10,074	2,932	0	0	357	13,363
532 College of Lake County	63	4,834	72	25	0	457	5,451
507 Danville Area	2,015	360	0	0	0	0	2,375
509 Elgin	2,115	2,497	0	485	0	123	5,220
512 Harper	228	8,719	0	22	0	0	8,969
540 Heartland	257	3,790	4	459	62	0	4,572
519 Highland	202	1,344	0	8	0	310	1,864
514 Illinois Central	345	4,264	0	950	0	952	6,511
529 Illinois Eastern	(675)	(3,099)	(178)	(371)	(2)	(119)	(4,444)
04 Frontier	97	1,410	51	100	2	89	1,749
01 Lincoln Trail	258	461	111	37	0	0	867
02 Olney Central	190	969	16	66	0	4	1,245
03 Wabash Valley	130	259	0	168	0	26	583
513 Illinois Valley	0	1,754	0	58	0	0	1,812
530 John A. Logan	99	1,811	269	58	0	0	2,237
539 John Wood	23	561	0	202	0	0	786
525 Joliet Junior	0	9,815	0	0	0	0	9,815
520 Kankakee	0	0	0	0	0	1,022	1,022
501 Kaskaskia	0	6,636	77	0	0	0	6,713
523 Kishwaukee	397	1,324	0	149	0	0	1,870
517 Lake Land	102	3,447	0	194	0	0	3,743
536 Lewis and Clark	0	4,780	0	0	0	0	4,780
526 Lincoln Land	0	3,077	0	55	0	615	3,747
528 McHenry County	0	11,814	0	0	0	206	12,020
524 Moraine Valley	0	6,294	0	0	0	0	6,294
527 Morton	0	1,802	0	0	0	0	1,802
535 Oakton	0	4,792	0	0	0	28	4,820
505 Parkland	553	1,921	300	489	0	2	3,265
515 Prairie State	0	836	0	0	0	0	836
521 Rend Lake	190	2,037	167	36	78	0	2,508
537 Richland	1,165	1,357	0	296	0	0	2,818
511 Rock Valley	2,632	1,644	184	539	2	0	5,001
506 Sauk Valley	324	1,237	0	148	0	0	1,709
531 Shawnee	126	1,106	170	193	0	0	1,595
510 South Suburban	0	4,277	0	0	0	0	4,277
533 Southeastern Illinois	272	1,247	2	334	0	96	1,951
522 Southwestern Illinois	1,575	8,148	36	333	32	0	10,124
534 Spoon River	113	451	80	349	7	146	1,146
504 Triton	0	5,981	0	0	0	0	5,981
516 Waubonsee	360	5,114	2,228	247	0	12	7,961
TOTALS	14,069	136,183	18,298	7,312	183	6,048	182,093

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

Illinois Community College Board

**(110 ILCS 175/) DEVELOPMENTAL EDUCATION REFORM ACT  
STATUS OF DEVELOPMENTAL EDUCATION REFORM IN THE ILLINOIS COMMUNITY  
COLLEGE SYSTEM FISCAL YEAR 2025**

Illinois community colleges are focused on improving student placement and completion within developmental education programs. The primary intent of recent innovations in this area is to help students advance more quickly into credit-bearing gateway courses, facilitating their progression toward program completion. By reducing barriers to earning certificates and degrees, these efforts aim to foster more equitable academic outcomes for underrepresented groups, including Black or African American students, Hispanic/Latino students, and those from lower socioeconomic backgrounds.

This report marks the second update on the status of developmental education reforms in Illinois community colleges, as well as on student outcomes by model, as mandated by the Developmental Education Reform Act (110 ILCS 175/100). It builds upon the information and data presented in the first update, Fiscal Year 2023 Status of Developmental Education Reform in the Illinois Community College System. Through formal evaluations of developmental education course delivery and outcomes, it has become clear that any reforms and scaling of these efforts must be grounded in equity practices, involve a deeper analysis of disaggregated data, and focus on intentional reforms that support and benefit students who are enrolled and most affected by developmental education. The report includes information and data that underscore these essential priorities.



February 14, 2025

Dear Members of the General Assembly,

The enclosed report provides the second update on the progress of developmental education reforms in Illinois community colleges, along with outcomes for developmental education students by model, as mandated by the Developmental Education Reform Act (110 ILCS 175/100).

Illinois community colleges continue to actively refine placement measures and implement innovative developmental education models to allow for a more holistic assessment of student ability and increase the number of students placed in credit-bearing Gateway Mathematics and English Language Arts courses. The primary goal of these innovative reforms is to enable faster student progress toward program completion. By reducing barriers to certificate and degree attainment, these efforts aim to enhance academic outcomes, particularly for underrepresented groups and students from lower socioeconomic backgrounds.

When innovative developmental education models are combined with additional resources and wraparound services, students can experience more success. Many students in developmental education face non-academic challenges, such as childcare, food insecurity, and transportation. A holistic approach that addresses these needs not only enhances their learning experience but also can improve retention and completion rates.

ICCB and the Illinois Community College System will remain focused on advancing developmental education reform and will continue to monitor progress as these efforts evolve.

Sincerely,

Brian Durham, Ed.D.  
Executive Director



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**(110 ILCS 175/) DEVELOPMENTAL  
EDUCATION REFORM ACT**

**STATUS OF DEVELOPMENTAL EDUCATION  
REFORM IN THE  
ILLINOIS COMMUNITY COLLEGE SYSTEM  
FISCAL YEAR 2025**

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***February 15, 2025***

Compiled by ICCB  
Research and Analytics Division  
Academic Affairs and Student Success Division

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## INTRODUCTION

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Illinois community colleges are focused on improving student placement and completion within developmental education programs. The primary intent of recent innovations in this area is to help students advance more quickly into credit-bearing gateway courses, facilitating their progression toward program completion. By reducing barriers to earning certificates and degrees, these efforts aim to foster more equitable academic outcomes for underrepresented groups, including Black or African American students, Hispanic/Latino students, and those from lower socioeconomic backgrounds.

Developmental education helps academically underprepared students develop the essential skills needed for success in gateway mathematics, English, and other college-level courses. Over time, colleges have created and refined new models to enhance the effectiveness of developmental education. When combined with supportive wrap-around services, students experience even greater success in these courses.

This report marks the second update on the status of developmental education reforms in Illinois community colleges, as well as on student outcomes by model, as mandated by the [Developmental Education Reform Act \(110 ILCS 175/100\)](#). It builds upon the information and data presented in the first update, [Fiscal Year 2023 Status of Developmental Education Reform in the Illinois Community College System](#). Through formal evaluations of developmental education course delivery and outcomes, it has become clear that any reforms and scaling of these efforts must be grounded in equity practices, involve a deeper analysis of disaggregated data, and focus on intentional reforms that support and benefit students who are enrolled and most affected by developmental education. The following information and data underscore these essential priorities.

Notable Findings in the *Status of Developmental Education Reforms in the Illinois Community College System in Fiscal Year 2025* include:

- The status of developmental education in Illinois has seen significant improvements in its structure, placement, and content. Community colleges report ongoing efforts to implement and scale evidence-based models of developmental education. The adoption of co-requisite models, faculty development initiatives, and targeted support programs has demonstrated positive outcomes, including improved student success in developmental education, reduced time to degree completion, and lower overall costs.
- Institutions have significantly expanded support for developmental education students through initiatives such as embedded tutoring, TRIO programs, early alert systems, and enhanced academic advising. These efforts complement the co-requisite course model and include access to resources like open educational materials to reduce costs. Additionally, colleges have broadened and refined placement measures to provide a more holistic assessment of student abilities, leading to an increase in the number of students placed in credit-bearing courses.
- While traditional developmental education course structures and sequencing, which have been shown to create barriers to completion, have not been eliminated at all institutions,



many colleges have developed pathways and courses that streamline and accelerate students' progress.

- Despite progress, institutions continue to face challenges in their developmental education reform efforts, particularly in mathematics, where issues such as faculty shortages, inadequate training, and persistent equity gaps for Black or African American students remain prevalent.
- Colleges are reporting the implementation of many innovative practices across the system, such as a professional learning community for higher education professionals and partners working with Black or African American learners. The goal is to strengthen networks and relationships, share best practices, and accelerate the reduction of equity gaps. Other institutions have emphasized the use of data and outcomes to identify achievement gaps for all minority students and address these disparities with targeted supports, including inclusive curricula and support systems like mentorship and academic counseling. Additionally, some colleges have adopted responsive teaching methods and specialized support for underrepresented students.
- In fiscal year 2024, nearly three-fourths of Illinois community colleges (N = 38; 79.2 percent) were using the co-requisite model in English Language Arts. In mathematics, close to two-thirds of colleges (N = 31; 64.6 percent) implemented the co-requisite model. This represents an increase in the proportion of community colleges adopting the co-requisite or other innovative models compared to fiscal year 2021.
- The proportion of students enrolling in the English Language Arts co-requisite developmental model, compared to overall English Language Arts developmental education enrollment, increased from 36.2 percent in fiscal year 2021 to 48.1 percent in fiscal year 2024.
- When examining developmental education models in both mathematics and English Language Arts, the co-requisite model showed significantly better outcomes, with more students passing a gateway course in their first or second academic year. Although it enrolls fewer students, other innovative models, such as the compressed model, are also demonstrating positive results when compared to the traditional delivery method.
- The co-requisite model demonstrated a higher percentage of students earning 24 or more credit hours in their first academic year, compared to the traditional model, in both mathematics and English Language Arts.
- When analyzing Fall-to-Fall retention rates across developmental education models in Mathematics, the results are similar. Similarly, graduation rates for these models show a low and comparable percentage of students earning a certificate or degree within three years. In English Language Arts, the co-requisite model demonstrated slightly higher Fall-to-Fall retention and graduation rates compared to most other models. However, graduation rates remain low across all models. These preliminary findings indicate that additional and

enhanced student supports should be integrated with innovative developmental education models to improve persistence, retention, and overall program completion.

- Race and ethnicity achievement gaps are evident across various student outcomes and developmental education models. White students generally performed at higher rates than their Black or African American and Hispanic/Latino peers across most measures. The co-requisite model showed the best results across all racial/ethnic groups, with the highest percentage of students passing a mathematics or English Language Arts gateway course with a C or higher in both year one and in the combined year one and year two data. However, when examining Fall-to-Fall retention and graduation rates, gaps remain, with achievement rates for all groups remaining low.
- COVID-19 impacted how Illinois community colleges approached both placement and the delivery of developmental education courses during the 2020-21 and 2021-22 academic years. The pandemic posed challenges for some colleges in advancing developmental education reforms, while others strengthened structures to support placement, including more fully adopting statewide placement recommendations. Nearly all colleges transitioned to online delivery of English and mathematics courses at various points during the pandemic. ICCB continues to monitor the ongoing impact of the pandemic on developmental education reforms and student outcomes.

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. Illinois community colleges serve over 550,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 39 community college districts which provide high quality, accessible, and cost-effective educational opportunities to the entire state.

Data for this report derive from required reports submitted by each Illinois community college outlining their efforts for reforming and scaling delivery of developmental education, reporting of work with external partners (Partnership for College Completion; Women Employed) who have assisted with scaling identified reform efforts, and the Illinois Community College Board's (ICCB) Centralized Data System. Specifically, within the ICCB Centralized Data System, the Annual Student Enrollment and Completion (A1) student-level submission, the Annual Course Data (AC) student-level submission, and the Fall Enrollment (E1) student-level submission allow ICCB to generate data and information within the report on student enrollment and outcomes for each developmental education model. Developmental education model variables were introduced by ICCB to the annual student-level data collection in academic year 2020-21.

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## DEVELOPMENTAL EDUCATION DEFINITION AND RECENT ILLINOIS LEGISLATIVE BACKGROUND

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### DEFINITION OF DEVELOPMENTAL EDUCATION AND DEVELOPMENTAL EDUCATION MODELS

Developmental education at Illinois community colleges is an approach to education that focuses on helping students achieve their full potential, through accessible pathways to college completion. Through developmental education, colleges can support both academic and personal growth of under-prepared students through instruction, counseling, advising, and tutoring.

"Developmental education" means instruction through which a high school graduate who applies to a college credit program may attain the communication and computation skills necessary to successfully complete college-level coursework.

"Developmental education course" or "developmental education coursework" means a course or a category of courses in which students are placed based on an institution's finding that a student does not have the proficiency necessary to succeed in an introductory college-level English language or mathematics course.

"College-level English language or mathematics course" or "college-level English language or mathematics coursework" means a course that bears credit and fulfills English language or mathematics credit requirements for a bachelor's degree, a certificate, or an associate degree from a postsecondary educational institution.

Developmental education models are defined as follows:

- 1) **Traditional** developmental instruction places a student into a course level and the student completes the course sequence that leads to the course required for their respective degree. Courses are typically a semester long each.
- 2) **Co-requisite** developmental instruction or tutoring supplements credit instruction while a student is concurrently enrolled in a credit-bearing course. For example, a student would be enrolled in a credit-bearing course and take a related lab/course to supplement their learning.
- 3) **Compressed** developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the course. Course delivery is more intense, and courses are offered in a variety of shortened timeframes to allow students to progress quickly. For example, a course that was originally scheduled to meet once a week for 16 weeks could meet twice a week for 8 weeks.
- 4) **Modularized** developmental instruction is customized and targeted to address specific skills gaps through courses that are technology-based and self-paced. Course material is divided into sub-unit parts and allows students to master targeted skill area deficiencies. For example, one three-credit course could be converted into three one-credit courses, each targeting a different set of concepts to master.
- 5) **Emporium** developmental instruction eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized

assistance, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests. Students choose what types of learning materials to use depending on their needs, and how quickly to work through the materials.

- 6) **Contextualized** developmental instruction is content related to a student's program of study or meta-majors. For example, if a student were studying business or education, their writing prompts and/or math would be related to those areas.

Additional developmental education models being tracked by ICCB but not yet offered at Illinois community colleges include:

- 7) **Stretch** developmental instruction is where students complete the college-credit-bearing course over two semesters instead of one because of the educational assumption that some students need more time and guidance based on their previous academic backgrounds and experiences. It is typically used in writing.
- 8) **Studio** developmental instruction involves students who would have normally been placed in the traditional developmental education course taking a credit-bearing gateway course. The sub-set of students in the credit-bearing course requiring developmental education is provided with additional support in a lab-like setting. The support usually comes in the form of ad hoc interventions from the same instructor, a different instructor, or an academic support professional. It is typically used in writing.

This report builds on considerable previous work conducted under Illinois Senate Joint Resolution 41 and the Developmental Education Reform Act (110 ILCS 175/100.)

#### SENATE JOINT RESOLUTION 41

In 2019, the Senate of the General Assembly of the State of Illinois passed a Senate Joint Resolution (SJR) 41 that called for ICCB and IBHE to establish the SJR 41 Advisory Council for Developmental Education. This Council, in concert with ICCB and IBHE, was charged with 1) providing a benchmarking (inventory) report to the General Assembly on or before April 1, 2020, 2) a detailed report for scaling up developmental education reforms on or before July 1, 2020, and 3) a final report including an update on the implementation of reforms and outcomes for developmental education models. The completed reports are as follows:

- March 31, 2020. SJR 41 report titled [\*Inventory of Developmental Education in Public Community Colleges and Universities in Illinois\*](#), and
- June 30, 2020. SJR 41 report titled [\*Scaling Developmental Education Reform in Illinois: A Report of the Senate Joint Resolution 41 Advisory Council\*](#), and
- December 31, 2020. SJR 41 report titled [\*Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois\*](#).

## DEVELOPMENTAL EDUCATION REFORM ACT

The Developmental Education Reform Act (DERA) as part of HB2170 was signed into law in March 2021. DERA aims to address inequities in degree completion by race and income status by reforming developmental education placement and delivery. The legislation:

- Requires that on or before May 1, 2022, all community colleges use each of the following measures, as appropriate, to determine the placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018:
  1. A student's cumulative high school grade point average.
  2. A student's successful completion of an appropriate high school transition course in mathematics or English.
  3. A student's successful completion of an appropriate developmental education or introductory college-level English language or mathematics course at another postsecondary educational institution.

In determining the placement of a student in introductory college-level English language or mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement. A community college should also consider other individual measures as set forth in recommendations approved by the Illinois Council of Community College Presidents.

- Requires each public institution of higher education to publicly post its placement policy in a manner that is easily accessible to both students and prospective students.
- Requires that beginning no later than December 1, 2021, IBHE shall convene stakeholders to consider a multiple measures framework for placement into college-level coursework for Illinois public universities with considerations for math pathways and major requirements.
- Requires that on or before May 1, 2022, each public university submit to IBHE and each public community college submit to ICCB its institutional plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within two semesters at the institution.
- Requires that on or before February 15, 2023, and every two years thereafter, IBHE and ICCB collect data and report to the General Assembly and the public the status of developmental education reforms at institutions.
- Requires that on or before February 15, 2024, and every two years thereafter, IBHE and ICCB, in consultation with institutions of higher education and other stakeholders, consider additional data reporting requirements to facilitate the rigorous and continuous evaluation of each

institution's implementation plan and its impact on improving outcomes for students in developmental education, particularly for Black students.

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### STATUS OF DEVELOPMENTAL EDUCATION REFORMS

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The status of developmental education in the Illinois community colleges reflects significant improvements in the overall structure, placement, and content of developmental education. Reports from each community college are due annually to the ICCB on December 30. The information in this section represents the status of developmental education reforms through Fall term 2024 as shared in those reports. The community colleges indicate concerted efforts to implement and scale evidence-based developmental education models. Adopting co-requisite models, faculty development, and targeted support programs have shown evidence for improving the outcomes of students in developmental education and reducing time to degree attainment and lowering overall costs.

To align with the legislative requirements, the reports indicate most colleges have made efforts to evaluate data, develop appropriate course models, and provide support services designed to improve outcomes for Black or African American students.

The findings within the reports indicate that the institutions have significantly expanded support for development education students through embedded tutoring, TRIO programs, early alert systems to complement the co-requisite course model, expanded academic advising, and access to resources like open educational resource materials to lower costs. The institutions continue to broaden and refine placement measures to allow for a more holistic assessment of student ability and increase the number of students placed in credit-bearing courses. While traditional developmental education course structure and sequencing shown to create barriers to completion have not been wholly eliminated at all institutions, colleges have created pathways and courses that have streamlined and accelerated course progression.

Institutions recognized and reported areas where continued efforts are needed and outlined their future goals, including increasing collaboration with local high schools for transitional math and English programs. As the impact of supportive services has shown to be beneficial, colleges also plan to continue to work to adopt technology and enhance academic supports, such as embedded tutoring and math labs, to support advancement through developmental education and into credit-bearing courses.

Despite progress, institutions continue to face challenges with their developmental education reform efforts which are often more prevalent with Math reform, particularly faculty shortages and training, and persistent equity gaps for Black or African American students. Some colleges report the need for faculty to have access to additional help, support, and community in teaching a new generation of students, and again specifically, in meeting the needs of Black or African American students. Despite significant efforts to close equity gaps, colleges still report that low completion rates for developmental math courses continue to be a significant concern. Several institutions reported Black or African American students continue to experience higher withdrawal and lower

persistence rates, particularly in math courses. Colleges report that small cohort sizes and inconsistent data tracking locally make it challenging to assess the impact of developmental education reforms fully. Several colleges acknowledged the limited availability of disaggregate data specifically for Black or African American students, impacting the ability to assess progress comprehensively. Several colleges also discussed challenges with scheduling. This is due both to the complexity of scheduling co-requisite courses, faculty shortages, and reconciling students' stated course modality preferences with the students' actual course-taking behaviors. Capacity and staffing limitations also hinder advising practices.

Colleges are reporting many innovative practices being implemented across the system. **City Colleges of Chicago** held a Black Learner Excellence Summit in Spring 2024 and launched a virtual synchronous bi-monthly Black Learner Excellence Learning Community in Fall 2024. This professional learning community is for higher education professionals and partners who work with Black or African American learners in college and is intended to strengthen networks/relationships, learn and share best practices, and accelerate the eradication of equity gaps for Black or African American learners. **Joliet Junior College** leverages the Center for Multicultural Access and Success (CMAS) to support Black or African American students through advising, financial aid assistance, and academic workshops. **Southeastern Illinois College** has used data to identify achievement gaps for all minority students and address these gaps with targeted supports including inclusive curriculum, targeted support systems such as mentorship and academic counseling tailored for Black or African American students. Other colleges have also implemented responsive teaching methods and specialized support for underrepresented students.

Colleges report a variety of significant milestone achievements. **Lake Land College** has eliminated traditional developmental math courses and now offers four math pathways based on students' field of study. **Danville Area Community College** is moving toward the total elimination of developmental courses and will no longer offer developmental courses after the Spring 2025 semester. After Spring 2025, all college-level math and English courses will be paired with co-requisite courses for those students needing additional instruction. **Joliet Junior College** has successfully closed the achievement gap for Black or African American students in developmental English, and Black or African American students currently outperform both White and Hispanic/Latino students in English 096. All colleges, as of the end of Fall 2024, now offer or are implementing models that move away from traditional developmental course structures.

Developmental education reform continues to evolve. However, the reforms colleges have implemented, along with their ongoing and future plans, are designed to help students complete developmental education courses more quickly to successfully transition to credit-bearing coursework.

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#### DEVELOPMENTAL EDUCATION COMMUNITY COLLEGE COUNT AND ENROLLMENT BY MODEL

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The data provided in Tables 1-4, as well as Appendix A tables, derive from the student-level ICCB Centralized Data System and represent any student enrolled in a developmental education model during the academic year. This encompasses first-time, continuing, and transfer-in students.

Including the entire student population offers a complete and comprehensive view of developmental education students and models within the Illinois community college system.

For more detailed information on the availability and implementation of developmental education models in Illinois community colleges for fiscal year 2022 and earlier, please refer to the first iteration of this report: *Fiscal Year 2023 Status of Developmental Education Reform in the Illinois Community College System*. For data and details on developmental education before the first report, refer to the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois*, which provides an inventory of developmental education models. Data for the SJR 41 report was collected through summary-level surveys, while the data and information in this report and *Fiscal Year 2023 Status of Developmental Education Reform in the Illinois Community College System* are based on student-level data from ICCB's Centralized Data System.

## MATHEMATICS DEVELOPMENTAL EDUCATION MODELS

**Table 1** provides the number of Illinois community colleges offering developmental education by model in mathematics in fiscal years 2021 through 2024. In fiscal year 2024, for the 48 Illinois community colleges, most (N = 45) are providing the traditional model for mathematics. More than two-thirds of the community colleges provide the co-requisite model (N = 31; 64.6 percent), followed by the compressed model (N = 7; 14.6 percent), other model (N = 6; 12.5 percent), emporium model (N = 2; 4.2 percent), and modularized model (N = 1; 2.1 percent). Compared to fiscal year 2021, the co-requisite model had considerable growth across community colleges (+8; 34.8 percent).

**Table 1**

**Number of Illinois Community Colleges by Developmental Education Model  
in Mathematics, Fiscal Years 2021-2024**

Model	FY 2021	FY 2022	FY 2023	FY 2024
Traditional	45	45	46	45
Co-Requisite	23	22	27	31
Compressed	8	10	9	7
Modularized	2	2	1	1
Emporium	6	3	3	2
Other	8	8	6	6

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

**Table 2** contains Illinois community college student enrollment by developmental education model in mathematics in fiscal years 2021 through 2024. Some students may enroll in more than one developmental education model during an academic year. “Primary” is defined as the model the student was most recently enrolled in during the academic year. If a student was enrolled in two models, “Secondary” represents the model utilized most recently in the academic year before the transition to the primary model. In fiscal year 2024, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 19,999), followed by co-requisite (N = 4,196), compressed (N = 788), emporium (N = 269), other (N = 191), and modularized (N = 54). Proportionally, comparing fiscal year 2021 to 2024 primary



models, the co-requisite model had the most growth (+6.4 percent) in student enrollments (10.1 percent in fiscal year 2021; 16.5 percent in fiscal year 2024).

**Table 2**

**Illinois Community Colleges Student Enrollment by Developmental Education Model in Mathematics,  
Fiscal Years 2021-2024**

		Traditional	Co- Requisite	Compressed	Modularized	Emporium	Other	Total
FY 2024	Primary	19,999	4,196	788	54	269	191	25,497
	Secondary	681	195	135	0	27	6	1,044
FY 2023	Primary	19,694	2,985	1,099	81	283	221	24,363
	Secondary	626	106	166	0	8	4	910
FY 2022	Primary	19,749	2,398	922	198	1,329	240	24,836
	Secondary	641	157	208	35	36	9	1,086
FY 2021	Primary	22,630	2,882	512	251	1,950	365	28,590
	Secondary	752	23	89	40	83	28	1,015

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

## ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODELS

**Table 3** provides the number of Illinois community colleges offering developmental education by model in English Language Arts in fiscal years 2021 through 2024. In fiscal year 2024, for the 48 Illinois community colleges, most provided the traditional model (N = 38; 79.2 percent) and co-requisite model (N = 38; 79.2 percent) for English Language Arts, followed by the compressed model (N = 6; 12.5 percent) and other model (N = 1; 2.1 percent). Compared to fiscal year 2021, there were five additional colleges offering the co-requisite model, while the traditional model exhibited a decrease of five colleges.

**Table 3**

**Number of Illinois Community Colleges by Developmental Education Model  
in English Language Arts, Fiscal Years 2021-2024**

Model	FY 2021	FY 2022	FY 2023	FY 2024
Traditional	43	41	41	38
Co-Requisite	33	35	36	38
Compressed	4	9	5	6
Modularized	0	0	0	0
Emporium	2	0	0	0
Other	3	1	2	1

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

**Table 4** contains Illinois community college student enrollment by developmental education model in English Language Arts in fiscal years 2021 through 2024. In fiscal year 2024, examining the primary model, the traditional developmental education model had the highest enrollment

count (N = 7,459), followed by co-requisite (N = 7,346), compressed (N = 456), and other (N = 1). Compared to fiscal year 2021, there was a substantial uptick in the proportion of students enrolled in the co-requisite model (+11.9 percent) and a considerable decrease in the proportion of students enrolled in traditional models (-12.3 percent).

**Table 4**

**Illinois Community Colleges Student Enrollment by Developmental Education Model in English Language Arts, Fiscal Years 2021-2024**

		Traditional	Co- Requisite	Compressed	Modularized	Emporium	Other	Total
FY 2024	Primary	7,459	7,346	456	0	0	1	15,262
	Secondary	714	38	81	0	0	0	833
FY 2023	Primary	8,811	6,763	480	0	0	35	16,089
	Secondary	591	89	71	0	0	1	752
FY 2022	Primary	9,634	5,988	437	0	0	89	16,148
	Secondary	544	101	152	0	0	0	797
FY 2021	Primary	10,284	6,086	307	0	19	103	16,799
	Secondary	549	58	41	0	0	124	772

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

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**DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY MODEL**

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The data provided in Tables 5-20, as well as Appendix B tables, are cohort-based and represent first-time, full-time certificate/degree seeking students enrolled in a developmental education model upon entry in the Fall. The cohort methodology is identical to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) first-time, full-time students, degree seeking cohort that encapsulates students both enrolling and not enrolling in a developmental education model upon entry. The benefit of utilizing a tracking cohort is the ability to examine multiple momentum points and completion across a set timeframe. ICCB introduced the developmental education model variables to its annual student-level data collection in Academic Year 2020-21 in response to recommendations in strengthening developmental education data collection processes from SJR 41. Thus, Fall 2020 first-time, full-time certificate/degree seeking students represent the first developmental education model cohort that ICCB can track and examine through student-level data within the ICCB Centralized Data System.

To reference developmental education model student outcomes within Illinois community colleges prior to fiscal year 2021, the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois* provides momentum point outcomes and completion rates for developmental education models. Developmental education model information for SJR 41 reporting was captured through summary-level data via survey while data/information within this report is utilizing student-level data within ICCB's Centralized Data System.

Community colleges are open access institutions and serve a significant number of at-risk students. COVID-19 exacerbated issues for many in that population and presented fiscal and technological challenges, childcare and family constraints, as well as strains on mental health. The timeframe for the analysis of developmental education models within this report occurs during academic years 2020-21, 2021-22, and 2022-23.

For Tables 5-20 and Appendix B tables, following confidentiality policy, data are suppressed in cells of five or fewer students and indicated with “DS”.

#### MATHEMATICS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME, FULL-TIME DEGREE-SEEKING STUDENTS

The information in **Table 5** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by mathematics developmental education model in Illinois community colleges. The students were tracked longitudinally three years upon entry (fiscal years 2001 through 2003). Appendix Table B-1 contains the same outcomes but with more detail by model and student subgroups.

Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing a mathematics gateway course with a C or higher for year one at 56.40 percent and year one and year two combined (61.19 percent). The traditional, compressed, modularized, emporium, and other models ranged from 0.00 percent to 18.42 percent for students passing a mathematics gateway course with a C or higher in year one. In examining year one and two combined for passing a mathematics gateway course with C or higher, beyond the co-requisite model, the compressed model had the highest percentage at 39.47 percent followed by the other, traditional, emporium, and modularized models.

Graduation rate examines first-time, full-time students and if they graduate within 150 percent of catalog time (e.g., 3 years for an associate degree which could be completed in 2 years of uninterrupted full-time study—fall and spring semesters). In Table 5, students enrolled in the emporium model had the highest graduation rate (30.33 percent) followed by compressed (28.95 percent), co-requisite (28.34 percent), modularized (25.00 percent), other (23.60 percent), and traditional (22.23 percent). For reference, the overall Illinois community college system graduation rate for first-time, full-time students (inclusive of both non-developmental education students and developmental education students) was 37.49 percent (ICCB Student Success Metrics, 2025).

Student advancement rate tracks the same students and whether they graduate, transfer to other higher education institutions, or were still enrolled in the same 150 percent observation period. The student advancement rate provides a more comprehensive picture of the range of academic outcomes sought by community college students beyond just graduation. In examining advancement rate, the compressed model had the highest rate (64.47 percent), followed by co-requisite (62.06 percent), emporium (61.56 percent), modularized (61.36 percent), traditional (55.98 percent), and other (46.07 percent). For reference, the overall Illinois community college system advancement rate for first-time, full-time students (inclusive of both non-developmental

education students and developmental education students) was 67.46 percent (ICCB Student Success Metrics, 2025).

**Table 5**

**Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Total Graduated w/in 150% Catalog Time	Graduation Rate	Total Advanced (Graduated, Transferred, or Still Enrolled)	Advancement Rate
<b>Traditional</b>	3,419	443	12.96%	957	27.99%	280	8.19%	760	22.23%	1,914	55.98%
<b>Co-Requisite</b>	688	388	56.40%	421	61.19%	96	13.95%	195	28.34%	427	62.06%
<b>Compressed</b>	76	14	18.42%	30	39.47%	14	18.42%	22	28.95%	49	64.47%
<b>Modularized</b>	44	0	0.00%	DS	DS	8	18.18%	11	25.00%	27	61.36%
<b>Emporium</b>	333	41	12.31%	86	25.83%	36	10.81%	101	30.33%	205	61.56%
<b>Other</b>	89	12	13.48%	28	31.46%	9	10.11%	21	23.60%	41	46.07%
<b>Total</b>	4,649	898	19.32%	1,523	32.76%	443	9.53%	1,110	23.88%	2,663	57.28%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 6** encompasses the same Fall 2020 first-time, full-time student cohort by mathematics developmental education model in Illinois community colleges as Table 5. In Table 6, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-1 contains the same outcomes but with more detail by model and student subgroups.

Statewide, the modularized model had the highest rate of average hours earned in the first academic year (28.36 hours) and second academic year (25.11 hours). For the same measure in year one, the co-requisite, compressed, emporium, traditional, and other models ranged from 7.67 to 19.16 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 61.36 percent followed by the co-requisite (34.59 percent) and compressed (32.89 percent) models. In examining retention (Fall-to-Fall) the outcomes were very similar across the models and ranged from a high of 66.07 percent for the emporium model to 57.30 percent for the other model. For reference, the overall Illinois community college system Fall-to-Fall retention rate for first-time, full-time students (inclusive of both non developmental education students and developmental education students) was 65.76 percent (ICCB Student Success Metrics, 2025).

**Table 6****Illinois Community College Persistence and Retention for Fall 2020 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

	<b>Total Students</b>	<b>Average Hours in Year One</b>	<b>Total Earning 24+ Credit Hours in Year One</b>	<b>% Earning 24+ Credit Hours in Year One</b>	<b>Total Retained Fall-to-Fall</b>	<b>% Retained Fall-to-Fall</b>	<b>Average Hours in Year Two</b>
<b>Traditional</b>	3,419	15.76	767	22.43%	2,092	61.19%	11.43
<b>Co-Requisite</b>	688	19.16	238	34.59%	432	62.79%	12.31
<b>Compressed</b>	76	18.78	25	32.89%	50	65.79%	13.66
<b>Modularized</b>	44	28.36	27	61.36%	27	61.36%	25.11
<b>Emporium</b>	333	16.82	73	21.92%	220	66.07%	12.70
<b>Other</b>	89	7.67	DS	DS	51	57.30%	11.52
<b>Total</b>	4,649	16.35	1,134	24.39%	2,872	61.78%	11.82

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 7** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by mathematics developmental education model in Illinois community colleges. The students were tracked longitudinally two years upon entry (fiscal years 2022 through 2023). Appendix Table B-2 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 7 and 8 encompasses a newer cohort compared to the Fall 2020 cohort in Tables 5 and 6.

Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing a mathematics gateway course with a C or higher for year one at 59.41 percent and year one and year two combined at 64.54 percent. The traditional, compressed, modularized, emporium, and other models ranged from 0.00 percent to 15.45 percent for students passing a mathematics gateway course with a C or higher in year one. In examining year one and two combined for passing a mathematics gateway course with C or higher, beyond the co-requisite model, the other model had the highest percentage at 42.42 percent followed by the compressed, traditional, emporium, and modularized models.

**Table 7****Illinois Community College Gateway Course Completion for Fall 2021 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
<b>Traditional</b>	3,685	466	12.65%	1,076	29.20%	353	9.58%
<b>Co-Requisite</b>	643	382	59.41%	415	64.54%	83	12.91%
<b>Compressed</b>	110	17	15.45%	40	36.36%	5	4.55%
<b>Modularized</b>	27	0	0.00%	DS	DS	DS	DS
<b>Emporium</b>	235	9	3.83%	46	19.57%	25	10.64%
<b>Other</b>	66	6	9.09%	28	42.42%	8	12.12%
<b>Total</b>	4,766	880	18.46%	1,608	33.74%	476	9.99%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 8** encompasses the same Fall 2021 first-time, full-time student cohort by mathematics developmental education model in Illinois community colleges as Table 7. Appendix Table B-2 contains the same outcomes but with more detail by model and student subgroups.

Statewide, the modularized model had the highest rate of average hours earned in the first academic year (23.67 hours). For the same measure, the co-requisite, emporium, traditional, compressed, and other ranged from 11.57 to 17.76 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 51.85 percent followed by the co-requisite (29.39 percent) and traditional (23.01 percent) models. In examining retention (Fall-to-Fall) the emporium model had the highest rate (73.19 percent), followed closely by the traditional (62.96 percent), co-requisite (62.52 percent), and compressed (60.91 percent) models. The modularized model and other model had retention rates of 55.56 percent and 46.97 percent, respectively.

**Table 8****Illinois Community College Persistence and Retention for Fall 2021 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
<b>Traditional</b>	3,685	15.94	848	23.01%	2,320	62.96%	12.49
<b>Co-Requisite</b>	643	17.76	189	29.39%	402	62.52%	12.64
<b>Compressed</b>	110	14.01	16	14.55%	67	60.91%	11.50
<b>Modularized</b>	27	23.67	14	51.85%	15	55.56%	23.59
<b>Emporium</b>	235	17.36	46	19.57%	172	73.19%	13.98
<b>Other</b>	66	11.57	13	19.70%	31	46.97%	13.32
<b>Total</b>	4,766	16.19	1,126	23.63%	3,007	63.09%	12.63

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 9** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2022 first-time, full-time students by mathematics developmental education model in Illinois community colleges. Appendix Table B-3 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 9 and 10 encompasses the most recent cohort available for analysis.

Statewide, the co-requisite model had the highest percentage of students passing a mathematics gateway course with a C or higher for year one by a substantial margin at 53.77 percent for the Fall 2022 cohort. The compressed, traditional, emporium, modularized, and other models ranged from 0.00 percent to 32.94 percent for students passing a mathematics gateway course with a C or higher in year one.

**Table 9****Illinois Community College Gateway Course Completion for Fall 2022 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
<b>Traditional</b>	3,619	472	13.04%
<b>Co-Requisite</b>	915	492	53.77%
<b>Compressed</b>	138	22	15.94%
<b>Modularized</b>	27	0	0.00%
<b>Emporium</b>	69	7	10.14%
<b>Other</b>	85	28	32.94%
<b>Total</b>	4,853	1,021	21.04%

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SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

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**Table 10** encompasses the same Fall 2022 first-time, full-time student cohort by mathematics developmental education model in Illinois community colleges as Table 9. Appendix Table B-3 contains the same outcomes but with more detail by model and student subgroups. Statewide, the modularized model had the highest rate of average hours earned in the first academic year (34.89 hours). For the same measure, the co-requisite, emporium, traditional, compressed, and other ranged from 9.66 hours to 20.02 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 92.59 percent, followed by the co-requisite (38.69 percent) and traditional (24.79 percent) models. In examining retention (Fall-to-Fall) the compressed model had the highest rate (68.12 percent), followed closely by co-requisite (67.32 percent), other (67.06 percent), traditional (63.55 percent), and emporium (49.28 percent) models.

**Table 10**

**Illinois Community College Persistence and Retention for Fall 2022 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall
<b>Traditional</b>	3,619	16.43	897	24.79%	2,300	63.55%
<b>Co-Requisite</b>	915	20.02	354	38.69%	616	67.32%
<b>Compressed</b>	138	15.37	22	15.94%	94	68.12%
<b>Modularized</b>	27	34.89	25	92.59%	18	66.67%
<b>Emporium</b>	69	16.08	17	24.64%	34	49.28%
<b>Other</b>	85	9.66	8	9.41%	57	67.06%
<b>Total</b>	4,853	17.05	1,323	27.26%	3,119	64.27%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME, FULL-TIME DEGREE-SEEKING STUDENTS**

The information in **Table 11** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. The students were tracked longitudinally three years upon entry (fiscal years 2021 through 2023). Appendix Table B-4 contains the same outcomes but with more detail by model and student subgroups.

Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one at 65.76 percent and year one and year two combined at 70.20 percent. The traditional model had a rate of 25.56 percent for those students passing an English Language Arts gateway course with a C or higher for year



one and 39.99 percent for year one and two combined. Both the compressed model and other model have a low count of students enrolled which can potentially skew results.

In Table 11, students enrolled in the co-requisite model had the highest graduation rate (21.82 percent), followed by traditional (16.67 percent). For reference, the overall Illinois community college system graduation rate for first-time, full-time students (inclusive of both non-developmental education students and developmental education students) was 37.49 percent (ICCB Student Success Metrics, 2025).

In examining advancement rate, the co-requisite model also had the highest rate (54.70 percent), followed by traditional (48.99 percent) and other (46.15 percent). For reference, the overall Illinois community college system advancement rate for first-time, full-time students (inclusive of both non-developmental education students and developmental education students) was 67.46 percent (ICCB Student Success Metrics, 2025).

**Table 11**

**Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020 First-Time, Full-Time Students by Primary English Language Arts Developmental Education Model**

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Total Graduated w/in 150% Catalog Time	Graduation Rate	Total Advanced (Graduated, Transferred, or Still Enrolled)	Advancement Rate
<b>Traditional</b>	1,878	480	25.56%	751	39.99%	111	5.91%	313	16.67%	920	48.99%
<b>Co-Requisite</b>	1,691	1,112	65.76%	1,187	70.20%	139	8.22%	369	21.82%	925	54.70%
<b>Compressed</b>	10	DS	DS	DS	DS	0	0.00%	DS	DS	DS	DS
<b>Other</b>	13	7	53.85%	7	53.85%	DS	DS	DS	DS	6	46.15%
<b>Total</b>	3,592	1,600	44.54%	1,948	54.23%	252	7.02%	686	19.10%	1,856	51.67%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 12** encompasses the same Fall 2020 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 9. In Table 10, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-4 contains the same outcomes but with more detail by model and student subgroups.

Statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.80 hours). In the second academic year of enrollment, students in the co-requisite model averaged 11.58 hours. For the traditional model, students averaged 12.58 hours in the first year and 9.38 hours in the second year. The co-requisite model had the highest percentage of students earning 24 or more credit hours in their first academic year at 22.59 percent, while the traditional model had a rate of 13.63 percent. For Fall-to-Fall retention, the co-requisite model had the highest rate at 61.74 percent with the traditional model having a slightly lower rate at 55.48 percent. Both

the compressed model and other model have a low count of students enrolled which can potentially skew results. For reference, the overall Illinois community college system Fall-to-Fall retention rate for first-time, full-time students (inclusive of both non developmental education students and developmental education students) was 65.76 percent (ICCB Student Success Metrics, 2025).

**Table 12**

**Illinois Community College Persistence and Retention for Fall 2020 First-Time, Full-Time Students by Primary English Language Arts Developmental Education Model**

	<b>Total Students</b>	<b>Average Hours in Year One</b>	<b>Total Earning 24+ Credit Hours in Year One</b>	<b>% Earning 24+ Credit Hours in Year One</b>	<b>Total Retained Fall-to-Fall</b>	<b>% Retained Fall-to-Fall</b>	<b>Average Hours in Year Two</b>
<b>Traditional</b>	1,878	12.58	256	13.63%	1,042	55.48%	9.38
<b>Co-Requisite</b>	1,691	16.80	382	22.59%	1,044	61.74%	11.58
<b>Compressed</b>	10	10.20	0	0.00%	DS	DS	11.40
<b>Other</b>	13	0.92	0	0.00%	7	53.85%	14.38
<b>Total</b>	3,592	14.52	638	17.76%	2,098	58.41%	10.44

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 13** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. The students were tracked longitudinally two years upon entry (fiscal years 2022 through 2023). Appendix Table B-5 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 13 and 14 encompasses a newer cohort compared to the Fall 2020 cohort in Tables 11 and 12.

Amongst models with at least 25 students enrolled, the co-requisite model, by a wide margin, had the highest percentage of students passing a English Language Arts gateway course with a C or higher for year one at 65.08 percent and year one and year two combined (70.38 percent). In comparison, the traditional model had a rate of 19.90 percent for students passing a English Language Arts gateway course with a C or higher for year one and year one and year two combined rate of 35.52 percent.

**Table 13**

**Illinois Community College Gateway Course Completion for Fall 2021 First-Time,  
Full-Time Students by Primary English Language Arts Developmental Education  
Model**

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
<b>Traditional</b>	1,889	376	19.90%	671	35.52%	108	5.72%
<b>Co-Requisite</b>	1,847	1,202	65.08%	1,300	70.38%	156	8.45%
<b>Compressed</b>	36	7	19.44%	11	30.56%	DS	DS
<b>Other</b>	11	9	81.82%	9	81.82%	0	0.00%
<b>Total</b>	3,783	1,594	42.14%	1,991	52.63%	267	7.06%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 14** encompasses the same Fall 2021 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 13. Appendix Table B-5 contains the same outcomes but with more detail by model and student subgroups. Amongst models with at least 25 students enrolled, statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.23 hours), followed by the traditional model at 12.15 hours and compressed model at 11.86 hours. For students earning 24 or more credit hours in their first academic year, the co-requisite model had a rate of 21.87 percent, followed by the traditional model at 12.81 percent.

In examining retention (Fall-to-Fall) the co-requisite model had the highest rate of 63.18 percent, followed by compressed (58.33 percent) and traditional (53.84 percent).

**Table 14**

**Illinois Community College Persistence and Retention for Fall 2021 First-Time, Full-Time Students by  
Primary English Language Arts Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
<b>Traditional</b>	1,889	12.15	242	12.81%	1,017	53.84%	9.19
<b>Co-Requisite</b>	1,847	16.23	404	21.87%	1,167	63.18%	11.75
<b>Compressed</b>	36	11.86	DS	DS	21	58.33%	9.50
<b>Other</b>	11	0.55	0	0.00%	DS	DS	19.09
<b>Total</b>	3,783	14.11	650	17.18%	2,210	58.42%	10.47

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 15** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2022 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. Appendix Table B-6 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 15 and 16 encompasses the most recent cohort available for analysis.

Statewide, the co-requisite model had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one by a substantial margin at 59.64 percent for the Fall 2022 cohort. For models with at least 25 students, the traditional model had the next highest rate at 21.48.

**Table 15**

**Illinois Community College Gateway Course Completion for Fall 2022 First-Time, Full-Time Students by Primary English Language Arts Developmental Education Model**

	<b>Total Students</b>	<b>Total Passing English Gateway Course with C or Higher in Year One</b>	<b>% Passing English Gateway Course with C or Higher in Year One</b>
<b>Traditional</b>	1,685	362	21.48%
<b>Co-Requisite</b>	2,039	1,216	59.64%
<b>Compressed</b>	35	DS	DS
<b>Other</b>	12	10	83.33%
<b>Total</b>	3,771	1,593	42.24%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 16** encompasses the same Fall 2022 first-time, full-time student cohort by English/Language Arts developmental education model in Illinois community colleges as Table 9. Appendix Table B-6 contains the same outcomes but with more detail by model and student subgroups. Statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.79 hours). For the same measure, students in the traditional model averaged 16.79 hours while those in the compressed averaged 10.90 hours. The co-requisite model had the highest percentage of students earning 24 or more credit hours in their first academic year at 23.98 percent followed by the traditional (15.01 percent) model. In examining retention (Fall-to-Fall) the co-requisite model had the highest rate (62.97 percent), followed by compressed (57.14 percent) and traditional (53.29 percent).

**Table 16****Illinois Community College Persistence and Retention for Fall 2022 First-Time, Full-Time Students by English Language Arts Developmental Education Model**

	<b>Total Students</b>	<b>Average Hours in Year One</b>	<b>Total Earning 24+ Credit Hours in Year One</b>	<b>% Earning 24+ Credit Hours in Year One</b>	<b>Total Retained Fall-to-Fall</b>	<b>% Retained Fall-to-Fall</b>
<b>Traditional</b>	1,685	12.66	253	15.01%	898	53.29%
<b>Co-Requisite</b>	2,039	16.79	489	23.98%	1,284	62.97%
<b>Compressed</b>	35	10.90	DS	DS	20	57.14%
<b>Other</b>	12	0.00	0	0.00%	DS	DS
<b>Total</b>	3,771	14.83	743	19.70%	2,206	58.50%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

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**DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY RACE/ETHNICITY AND PELL STATUS**


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As required by the Developmental Education Reform Act, student outcomes are disaggregated by gender, race and ethnicity, and federal Pell Grant status in Appendix Tables B-1 through B-6. Further analysis below is provided for the race/ethnicity subgroup for the Black or African American and Hispanic/Latino student subgroups, as well as students from lower socioeconomic status via the Pell status variable.

For the examination of student outcomes by race/ethnicity and Pell status, the Fall 2020 first-time, full-time student cohort by developmental education model in Illinois community colleges is utilized as it allows a three-year time horizon for comprehensive analysis. Student outcomes disaggregated by the same student groups are provided for the Fall 2021 and Fall 2022 full-time student cohort by developmental education model in Illinois community colleges in Appendix Tables B-2, B-3, B-5, and B-6.

The models need to have at least twenty-five (25) students in each of the White, Black or African American, and Hispanic/Latino race/ethnicity and Pell status categories for inclusion in this analysis. For the mathematics models, the traditional, co-requisite, and emporium models met these criteria. For the English Language Arts models, the traditional and co-requisite models met these criteria.

**MATHEMATICS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS**

The information in **Table 17** provides statewide student outcomes for Fall 2020 first-time, full-time students by mathematics developmental education model in Illinois community colleges for the following race/ethnic categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-1 provides the same outcomes for all race/ethnic categories and models. Race/ethnicity gaps are evident across many of the student outcomes and models. White students

had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, percent earning 24+ credit hours in year one, Fall-to-Fall retention rate (except for the emporium model), percent passing a mathematics gateway course with a C or higher in either year one or two (except co-requisite), graduation within 150 percent catalog time, and advancement rates.

Hispanic/Latino students had higher rates of performance when examining percent passing a mathematics gateway course with a C or higher for the co-requisite model for both year one and year one and year two combined and the emporium model in year one. Black or African American students had a substantial gap in performance for the same student outcomes. For Fall-to-Fall retention, there was a performance gap as well for Black or African American students as compared to White and Hispanic/Latino. As compared to White students, Hispanic/Latino students had a higher Fall-to-Fall retention rate for the emporium model.

The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing a mathematics gateway course with a C or higher in both year one and year one and year two combined. Examining graduation rates within 150 percent catalog time and Black or African American students by model, co-requisite had a higher rate (15.79 percent) as compared to traditional (11.47 percent). For Hispanic/Latino students, the emporium model had the highest graduation rate at 26.14 percent followed by co-requisite at 21.75 percent and traditional at 19.44 percent. Achievement gaps were persistent and substantial in comparing Black or African American and Hispanic/Latino student to White students across models.

For advancement rate, Black or African American students had the highest rate in the co-requisite model (53.95 percent), followed by emporium (51.35 percent) and traditional (46.88 percent). Examining Hispanic/Latino students, advancement rate was highest within the emporium model (59.09 percent), while co-requisite had 55.19 percent and traditional had 51.49 percent. Like graduation rate, achievement gaps are persistent and substantial in comparing Black or African American and Hispanic/Latino student advancement rate outcomes to White students across models.

Table 17

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model by Select Race/Ethnicity**

	Co-Requisite			Emporium			Traditional		
Student Outcome	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White
Average Hours in Year One	12.61	16.73	23.97	13.70	16.09	17.59	11.23	13.65	18.69
% Earning 24+ Credit Hours in Year One	13.16%	25.00%	51.65%	18.92%	10.23%	27.39%	10.26%	14.34%	32.33%
% Retained Fall-to-Fall	47.37%	61.69%	66.12%	43.24%	75.00%	64.97%	45.88%	61.50%	66.33%
% Passing Math Gateway Course with C or Higher in Year One	43.42%	60.71%	56.20%	DS	14.77%	12.10%	8.25%	11.65%	15.21%
% Passing Math Gateway Course with C or Higher in Either Year One or Two	48.68%	63.96%	61.98%	16.22%	23.86%	27.39%	19.72%	26.66%	31.50%
% Completions in either Year One or Two	DS	12.66%	17.77%	DS	DS	15.29%	4.43%	5.68%	11.12%
Average Hours in Year Two	7.72	11.06	14.42	8.32	13.15	13.41	7.96	10.06	13.43
% Graduated within 150% Catalog Time	15.79%	21.75%	38.02%	DS	26.14%	37.58%	11.47%	19.44%	27.92%
Advancement Rate	53.95%	55.19%	72.31%	51.35%	59.09%	63.69%	46.88%	51.49%	61.34%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 18** provides statewide student outcomes for Fall 2020 first-time, full-time students by mathematics developmental education model in Illinois community colleges by Pell status. Appendix Table B-1 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the race/ethnicity analysis. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, Fall-to-Fall-retention rate, percent passing a mathematics gateway course with a C or higher in year one and in year one and two combined, and graduation rates within 150 percent catalog time.

The co-requisite model had the best results by a considerable margin as compared to the emporium and traditional models regardless of Pell status for percent passing a mathematics gateway course with a C or higher in both year one and year one and year two combined. Examining graduation rates and Pell students by model, emporium had a higher rate (29.05 percent) as compared to co-requisite (22.61 percent) and traditional (18.60 percent). Achievement gaps were persistent and substantial in comparing Pell students to Non-Pell students across the co-requisite and traditional models. The emporium model had similar rates for Pell and Non-Pell students.

For advancement rate, Pell students had the highest rate in the emporium model (64.19 percent), followed by co-requisite (58.26 percent) and traditional (50.94 percent). Like graduation rate, achievement gaps are persistent in comparing Pell student advancement rate outcomes to Non-Pell across models.

**Table 18**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by  
Primary Mathematics Developmental Education Model by Pell Status**

	<b>Co-Requisite</b>		<b>Emporium</b>		<b>Traditional</b>	
	<b>Not a Pell Recipient</b>	<b>Pell Recipient</b>	<b>Not a Pell Recipient</b>	<b>Pell Recipient</b>	<b>Not a Pell Recipient</b>	<b>Pell Recipient</b>
<b>Average Hours in Year One</b>	21.13	17.20	17.19	16.36	16.66	14.85
<b>% Earning 24+ Credit Hours in Year One</b>	41.69%	27.54%	23.78%	19.59%	25.16%	19.66%
<b>% Retained Fall-to-Fall</b>	65.89%	59.71%	67.57%	64.19%	65.28%	57.02%
<b>% Passing Math Gateway Course with C or Higher in Year One</b>	59.18%	53.62%	13.51%	10.81%	14.55%	11.33%
<b>% Passing Math Gateway Course with C or Higher in Either Year One or Two</b>	63.56%	58.84%	26.49%	25.00%	30.72%	25.21%
<b>% Completions in either Year One or Two</b>	13.70%	14.20%	12.97%	8.11%	8.93%	7.44%
<b>Average Hours in Year Two</b>	13.58	11.04	13.38	11.85	12.49	10.35
<b>% Graduated within 150% Catalog Time</b>	34.11%	22.61%	31.35%	29.05%	25.80%	18.60%
<b>Advancement Rate</b>	65.89%	58.26%	59.46%	64.19%	60.93%	50.94%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

## ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

**Table 19** contains statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges for the following race/ethnicity categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-4 contains the same outcomes but with more detail by model and student subgroups. Race/ethnicity gaps are evident across many of the student outcomes and models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, percent earning 24+ credit hours in year one, Fall-to-Fall retention, percent completions in either year one or two, graduation rates within 150 percent catalog time, and advancement rate.



Gaps closed amongst White and Hispanic/Latino students when examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined. Black or African American students had a substantial gap in performance for the same student outcomes. The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined.

For Fall-to-Fall retention, there was a performance gap as well for Black or African American students as compared to White and Hispanic/Latino students.

Examining graduation rates within 150 percent catalog time and Black or African American students by model, co-requisite had a higher rate (16.79 percent) as compared to traditional (8.29 percent). For Hispanic/Latino students, the co-requisite model at 21.15 percent had a slightly higher graduation rates than traditional at 14.95 percent. Achievement gaps were persistent and in comparing Black or African American and Hispanic/Latino students to White students across models.

For advancement rate, Black or African American students had the highest rate in the co-requisite model (51.09 percent) as compared to traditional (41.44 percent). Examining Hispanic/Latino students, advancement rate was slightly higher within the co-requisite model (51.46 percent) while traditional had 49.03 percent. Like graduation rate, achievement gaps are persistent in comparing Black or African American and Hispanic/Latino student advancement rate outcomes to White students across models.

**Table 19**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by Primary English Language Arts Developmental Education Model by Select Race/Ethnicity**

Student Outcomes	Co-Requisite			Traditional		
	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White
<b>Average Hours in Year One</b>	14.51	15.84	18.96	9.37	11.63	15.60
<b>% Earning 24+ Credit Hours in Year One</b>	16.42%	17.83%	32.01%	7.22%	9.12%	23.02%
<b>% Retained Fall-to-Fall</b>	50.00%	61.53%	64.46%	40.37%	57.40%	60.48%
<b>% Passing English Gateway Course with C or Higher in Year One</b>	56.57%	69.17%	63.36%	17.11%	27.80%	28.89%
<b>% Passing English Gateway Course with C or Higher in Either Year One or Two</b>	61.68%	72.36%	68.65%	29.68%	41.41%	43.97%
<b>% Completions in either Year One or Two</b>	8.03%	7.26%	9.27%	3.21%	4.78%	8.41%
<b>Average Hours in Year Two</b>	9.91	10.65	13.02	6.40	8.75	11.46
<b>% Graduated within 150% Catalog Time</b>	16.79%	21.15%	24.94%	8.29%	14.95%	23.33%
<b>Advancement Rate</b>	51.09%	51.46%	58.06%	41.44%	49.03%	52.22%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 20** provides statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges by Pell status. Appendix Table B-4 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the race/ethnicity gaps. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, and Fall-to-Fall retention, percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined, graduation rates within 150 percent catalog time, and advancement rate.

Examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined, Non-Pell students outperformed Pell students across the co-requisite and traditional models by a small margin.

The co-requisite model had the best results by a considerable margin as compared to the traditional model, regardless of Pell status, for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined. Examining graduation rates within 150 percent catalog time and Pell students by model, co-requisite had a higher rate (20.27 percent) as compared to traditional (15.01 percent). Achievement gaps were persistent and substantial in comparing Pell students to Non-Pell students across the co-requisite and traditional models.

For advancement rate, Pell students had the highest rate in the co-requisite model (53.38 percent) followed by traditional (46.04 percent). Like graduation rate, achievement gaps are persistent in comparing Pell student advancement rate outcomes to Non-Pell across models.

**Table 20**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by Primary English Language Arts Developmental Education Model by Pell Status**

	Co-Requisite		Traditional	
	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient
<b>Average Hours in Year One</b>	17.45	16.38	13.17	12.16
<b>% Earning 24+ Credit Hours in Year One</b>	25.67%	20.57%	15.40%	12.34%
<b>% Retained Fall-to-Fall</b>	65.22%	59.45%	58.84%	53.04%
<b>% Passing English Language Arts Gateway Course with C or Higher in Year One</b>	68.06%	64.25%	28.41%	23.48%
<b>% Passing English Language Arts Gateway Course with C or Higher in Either Year One or Two</b>	71.79%	69.15%	43.18%	37.66%
<b>% Completions in either Year One or Two</b>	8.51%	8.03%	5.81%	5.99%
<b>Average Hours in Year Two</b>	12.60	10.91	10.08	8.88
<b>% Graduated within 150% Catalog Time</b>	24.18%	20.27%	18.94%	15.01%
<b>Advancement Rate</b>	56.72%	53.38%	53.03%	46.04%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

The goal for many students is to complete a certificate or degree. To assess this, additional longitudinal analysis will be conducted, tracking the Fall 2021 and Fall 2022 cohort subgroups through the 2023-24 and 2024-25 academic years to determine completion rates within 150 percent of the catalog time for the next iteration of this report (fiscal year 2027). At the time of this publication, longitudinal outcomes are available through the 2022-23 academic year. Analyzing a third year of data will enable a more comprehensive evaluation, both overall and across various subgroups for the Fall 2021 and Fall 2022 cohorts, as is provided for the Fall 2020 cohort within this report.

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## APPENDIX A

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### *Developmental Education Enrollment by Model by Illinois Community College*

Table A-1 - Summary of Fiscal Year 2024 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-2 - Summary of Fiscal Year 2024 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-3 - Summary of Fiscal Year 2023 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-4 - Summary of Fiscal Year 2023 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-5 - Summary of Fiscal Year 2024 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-6 - Summary of Fiscal Year 2024 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

Table A-7 - Summary of Fiscal Year 2023 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-8 - Summary of Fiscal Year 2023 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

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## APPENDIX B

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### *Statewide Illinois Community College System Developmental Education Student Outcomes by Model*

Table B-1 – Fiscal Year 2021 (Fall 2020) Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-2 – Fiscal Year 2022 (Fall 2021) Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-3 – Fiscal Year 2023 (Fall 2022) Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-4 - Fiscal Year 2021 (Fall 2020) Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Table B-5 – Fiscal Year 2022 (Fall 2021) Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Table B-6 – Fiscal Year 2023 (Fall 2022) Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Note: For Appendix B Tables, data are suppressed in cells for five or few students and indicated with “DS”.

**Suggested Citation:**

Illinois Community College Board. (2025). *Status of Developmental Education Reform in the Illinois Community College System in Fiscal Year 2025*. Springfield, IL: Author.

Illinois Community College Board																	
Table A-1																	
Summary of Fiscal Year 2024 Student Enrollment in <u>Primary</u> Developmental Model in Mathematics by Illinois Community College																	
College District #	College Name	Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,621	211	46.8%	158	35.0%	82	18.2%	0	0.0%	0	0.0%	0	0.0%	451	7.4%	6,072
51801	Carl Sandburg	2,160	133	89.9%	15	10.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	148	6.4%	2,308
50802	CCC Harold Washington	7,950	459	92.5%	36	7.3%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	496	5.9%	8,446
50804	CCC Harry S Truman	10,462	170	66.1%	86	33.5%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	257	2.4%	10,719
50801	CCC Kennedy-King	4,365	85	69.7%	37	30.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	122	2.7%	4,487
50803	CCC Malcolm X	11,072	505	53.5%	437	46.3%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	944	7.9%	12,016
50805	CCC Olive-Harvey	4,411	95	54.0%	81	46.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	176	3.8%	4,587
50806	CCC Richard J. Daley	9,423	289	79.6%	74	20.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	363	3.7%	9,786
50807	CCC Wilbur Wright	11,491	278	54.4%	128	25.0%	0	0.0%	0	0.0%	0	0.0%	105	20.5%	511	4.3%	12,002
50201	College of DuPage	39,196	2,343	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,343	5.6%	41,539
53201	College of Lake County	21,137	1,162	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,162	5.2%	22,299
50701	Danville Area	2,923	337	96.0%	14	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	351	10.7%	3,274
50901	Elgin	14,041	845	75.5%	0	0.0%	274	24.5%	0	0.0%	0	0.0%	0	0.0%	1,119	7.4%	15,160
51201	Harper	22,025	455	51.8%	424	48.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	879	3.8%	22,904
54001	Heartland	6,850	630	77.3%	185	22.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	815	10.6%	7,665
51901	Highland	2,806	218	96.9%	7	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	225	7.4%	3,031
52904	IECC Frontier	12,799	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	12,801
52901	IECC Lincoln Trail	731	5	23.8%	16	76.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	2.8%	752
52902	IECC Olney Central	1,220	17	53.1%	15	46.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	32	2.6%	1,252
52903	IECC Wabash Valley	1,215	0	0.0%	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.7%	1,224
51401	Illinois Central	10,182	341	85.9%	56	14.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	397	3.8%	10,579
51301	Illinois Valley	3,817	115	53.7%	99	46.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	214	5.3%	4,031
53001	John A. Logan	4,997	0	0.0%	303	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	303	5.7%	5,300
53901	John Wood	2,522	107	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	107	4.1%	2,629
52501	Joliet Junior	18,671	1,912	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,912	9.3%	20,583
52001	Kankakee	3,741	199	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	199	5.1%	3,940
50101	Kaskaskia	5,348	393	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	393	6.8%	5,741
52301	Kishwaukee	3,495	191	50.7%	186	49.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	377	9.7%	3,872
51701	Lake Land	8,390	55	15.5%	300	84.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	355	4.1%	8,745
53601	Lewis and Clark	5,295	301	76.4%	93	23.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	394	6.9%	5,689
52601	Lincoln Land	9,344	0	0.0%	212	60.1%	59	16.7%	0	0.0%	0	0.0%	82	23.2%	353	3.6%	9,697
52801	McHenry County	12,641	339	51.2%	303	45.8%	20	3.0%	0	0.0%	0	0.0%	0	0.0%	662	5.0%	13,303
52401	Moraine Valley	16,197	1,759	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,759	9.8%	17,956
52701	Morton	5,640	103	43.1%	136	56.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	239	4.1%	5,879
53501	Oakton	16,235	1,232	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,232	7.1%	17,467
50501	Parkland	8,642	854	86.2%	137	13.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	991	10.3%	9,633
51501	Prairie State	6,004	378	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	378	5.9%	6,382
52101	Rend Lake	3,246	19	10.4%	37	20.3%	0	0.0%	0	0.0%	126	69.2%	0	0.0%	182	5.3%	3,428
53701	Richland	3,471	233	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	233	6.3%	3,704
51101	Rock Valley	8,970	310	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	310	3.3%	9,280
50601	Sauk Valley	2,441	111	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	111	4.3%	2,552
53101	Shawnee	2,746	17	32.7%	35	67.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	52	1.9%	2,798
51001	South Suburban	7,298	368	57.6%	0	0.0%	271	42.4%	0	0.0%	0	0.0%	0	0.0%	639	8.1%	7,937
53301	Southeastern Illinois	3,182	93	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	93	2.8%	3,275
52201	Southwestern Illinois	14,298	717	91.6%	0	0.0%	66	8.4%	0	0.0%	0	0.0%	0	0.0%	783	5.2%	15,081
53401	Spoon River	1,628	17	23.9%	0	0.0%	0	0.0%	54	76.1%	0	0.0%	0	0.0%	71	4.2%	1,699
50401	Triton	15,340	548	46.9%	477	40.8%	0	0.0%	0	0.0%	143	12.2%	0	0.0%	1,168	7.1%	16,508
51601	Waubonsee	14,250	1,049	90.1%	99	8.5%	16	1.4%	0	0.0%	0	0.0%	0	0.0%	1,164	7.6%	15,414
Total		409,929	19,999	78.4%	4,196	16.5%	788	3.1%	54	0.2%	269	1.1%	191	0.7%	25,497	5.9%	435,426
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-2																	
Summary of Fiscal Year 2024 Student Enrollment in <u>Secondary</u> Developmental Model in Mathematics by Illinois Community College																	
College District #	College Name	Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,896	167	37.0%	9	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	176	2.9%	6,072
51801	Carl Sandburg	2,308	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,308
50802	CCC Harold Washington	8,442	4	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.0%	8,446
50804	CCC Harry S Truman	10,717	1	0.4%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	10,719
50801	CCC Kennedy-King	4,479	8	6.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.2%	4,487
50803	CCC Malcolm X	11,976	37	3.9%	3	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	40	0.3%	12,016
50805	CCC Olive-Harvey	4,583	4	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	4,587
50806	CCC Richard J. Daley	9,775	10	2.8%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.1%	9,786
50807	CCC Wilbur Wright	11,981	15	2.9%	3	0.6%	0	0.0%	0	0.0%	0	0.0%	3	0.6%	21	0.2%	12,002
50201	College of DuPage	41,539	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41,539
53201	College of Lake County	22,299	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	22,299
50701	Danville Area	3,269	0	0.0%	5	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3,274
50901	Elgin	14,909	192	17.2%	0	0.0%	59	5.3%	0	0.0%	0	0.0%	0	0.0%	251	1.7%	15,160
51201	Harper	22,823	79	9.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	81	0.4%	22,904
54001	Heartland	7,635	30	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	30	0.4%	7,665
51901	Highland	3,031	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,031
52904	IECC Frontier	12,801	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,801
52901	IECC Lincoln Trail	752	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	752
52902	IECC Olney Central	1,251	0	0.0%	1	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1,252
52903	IECC Wabash Valley	1,223	0	0.0%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1,224
51401	Illinois Central	10,570	7	1.8%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.1%	10,579
51301	Illinois Valley	4,028	0	0.0%	3	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.1%	4,031
53001	John A. Logan	5,242	0	0.0%	58	19.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	1.1%	5,300
53901	John Wood	2,629	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,629
52501	Joliet Junior	20,583	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,583
52001	Kankakee	3,940	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,940
50101	Kaskaskia	5,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,741
52301	Kishwaukee	3,857	15	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.4%	3,872
51701	Lake Land	8,745	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,745
53601	Lewis and Clark	5,669	20	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0.4%	5,689
52601	Lincoln Land	9,692	0	0.0%	2	0.6%	1	0.3%	0	0.0%	0	0.0%	2	0.6%	5	0.1%	9,697
52801	McHenry County	13,253	23	3.5%	12	1.8%	15	2.3%	0	0.0%	0	0.0%	0	0.0%	50	0.4%	13,303
52401	Moraine Valley	17,956	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,956
52701	Morton	5,870	9	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.2%	5,879
53501	Oakton	17,467	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,467
50501	Parkland	9,618	10	1.0%	5	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.2%	9,633
51501	Prairie State	6,382	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,382
52101	Rend Lake	3,428	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,428
53701	Richland	3,704	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,704
51101	Rock Valley	9,280	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,280
50601	Sauk Valley	2,552	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,552
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798
51001	South Suburban	7,877	14	2.2%	0	0.0%	46	7.2%	0	0.0%	0	0.0%	0	0.0%	60	0.8%	7,937
53301	Southeastern Illinois	3,275	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,275
52201	Southwestern Illinois	15,066	12	1.5%	0	0.0%	2	0.3%	0	0.0%	0	0.0%	1	0.1%	15	0.1%	15,081
53401	Spoon River	1,689	10	14.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.6%	1,699
50401	Triton	16,465	14	1.2%	2	0.2%	0	0.0%	0	0.0%	27	2.3%	0	0.0%	43	0.3%	16,508
51601	Waubonsee	15,317	0	0.0%	85	7.3%	12	1.0%	0	0.0%	0	0.0%	0	0.0%	97	0.6%	15,414
Total		434,382	681	2.7%	195	0.8%	135	0.5%	0	0.0%	27	0.1%	6	0.0%	1,044	0.2%	435,426
Data Source: ICCB Centralized Data System																	



Illinois Community College Board																	
Table A-3																	
Summary of Fiscal Year 2023 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College																	
College District #	College Name	Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,358	175	40.0%	182	41.6%	80	18.3%	0	0.0%	0	0.0%	0	0.0%	437	7.5%	5,795
51801	Carl Sandburg	2,132	154	94.5%	9	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	163	7.1%	2,295
50802	CCC Harold Washington	7,557	560	93.5%	36	6.0%	0	0.0%	0	0.0%	0	0.0%	3	0.5%	599	7.3%	8,156
50804	CCC Harry S Truman	9,002	210	76.1%	63	22.8%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	276	3.0%	9,278
50801	CCC Kennedy-King	3,225	92	69.2%	41	30.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	133	4.0%	3,358
50803	CCC Malcolm X	9,771	544	57.8%	395	42.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	941	8.8%	10,712
50805	CCC Olive-Harvey	3,419	101	62.0%	62	38.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	163	4.6%	3,582
50806	CCC Richard J. Daley	7,718	289	82.8%	60	17.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	349	4.3%	8,067
50807	CCC Wilbur Wright	11,361	278	52.9%	143	27.2%	0	0.0%	0	0.0%	0	0.0%	105	20.0%	526	4.4%	11,887
50201	College of DuPage	35,973	1,957	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,957	5.2%	37,930
53201	College of Lake County	19,621	888	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	888	4.3%	20,509
50701	Danville Area	2,938	215	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	215	6.8%	3,153
50901	Elgin	12,747	834	74.7%	0	0.0%	282	25.3%	0	0.0%	0	0.0%	0	0.0%	1,116	8.1%	13,863
51201	Harper	20,963	478	51.0%	460	49.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	938	4.3%	21,901
54001	Heartland	6,779	633	80.5%	153	19.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	786	10.4%	7,565
51901	Highland	2,467	217	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	217	8.1%	2,684
52904	IECC Frontier	14,619	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,619
52901	IECC Lincoln Trail	769	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	1.5%	781
52902	IECC Olney Central	1,214	11	68.8%	0	0.0%	5	31.3%	0	0.0%	0	0.0%	0	0.0%	16	1.3%	1,230
52903	IECC Wabash Valley	1,318	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	1,320
51401	Illinois Central	9,420	467	93.4%	33	6.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	500	5.0%	9,920
51301	Illinois Valley	3,677	94	44.8%	116	55.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	210	5.4%	3,887
53001	John A. Logan	5,850	178	67.2%	87	32.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	265	4.3%	6,115
53901	John Wood	2,429	125	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	125	4.9%	2,554
52501	Joliet Junior	17,952	1,858	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,858	9.4%	19,810
52001	Kankakee	3,554	193	96.5%	7	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	200	5.3%	3,754
50101	Kaskaskia	5,348	367	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	367	6.4%	5,715
52301	Kishwaukee	3,222	346	93.8%	23	6.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	369	10.3%	3,591
51701	Lake Land	7,848	243	87.7%	34	12.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	277	3.4%	8,125
53601	Lewis and Clark	5,090	341	83.6%	67	16.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	408	7.4%	5,498
52601	Lincoln Land	8,688	0	0.0%	10	3.4%	286	96.6%	0	0.0%	0	0.0%	0	0.0%	296	3.3%	8,984
52801	McHenry County	12,119	812	69.8%	317	27.3%	34	2.9%	0	0.0%	0	0.0%	0	0.0%	1,163	8.8%	13,282
52401	Moraine Valley	16,466	1,151	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,151	6.5%	17,617
52701	Morton	5,258	2	0.7%	183	64.4%	0	0.0%	0	0.0%	99	34.9%	0	0.0%	284	5.1%	5,542
53501	Oakton	14,939	1,079	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,079	6.7%	16,018
50501	Parkland	8,065	882	96.0%	37	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	919	10.2%	8,984
51501	Prairie State	5,665	388	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	388	6.4%	6,053
52101	Rend Lake	3,073	52	26.4%	29	14.7%	0	0.0%	0	0.0%	116	58.9%	0	0.0%	197	6.0%	3,270
53701	Richland	3,678	207	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	207	5.3%	3,885
51101	Rock Valley	7,524	245	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	245	3.2%	7,769
50601	Sauk Valley	2,282	120	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	120	5.0%	2,402
53101	Shawnee	2,689	2	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	107	98.2%	109	3.9%	2,798
51001	South Suburban	7,118	366	60.4%	0	0.0%	240	39.6%	0	0.0%	0	0.0%	0	0.0%	606	7.8%	7,724
53301	Southeastern Illinois	2,982	114	97.4%	3	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	117	3.8%	3,099
52201	Southwestern Illinois	13,942	795	94.2%	0	0.0%	48	5.7%	0	0.0%	0	0.0%	1	0.1%	844	5.7%	14,786
53401	Spoon River	1,636	9	10.0%	0	0.0%	0	0.0%	81	90.0%	0	0.0%	0	0.0%	90	5.2%	1,726
50401	Triton	13,942	702	61.1%	378	32.9%	0	0.0%	0	0.0%	68	5.9%	0	0.0%	1,148	7.6%	15,090
51601	Waubonsee	13,447	907	83.4%	57	5.2%	123	11.3%	0	0.0%	0	0.0%	0	0.0%	1,087	7.5%	14,534
Total		386,854	19,694	80.8%	2,985	12.3%	1,099	4.5%	81	0.3%	283	1.2%	221	0.9%	24,363	5.9%	411,217
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-4																	
Summary of Fiscal Year 2023 Student Enrollment in <u>Secondary</u> Developmental Model in Mathematics by Illinois Community College																	
College District #	College Name	Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,764	10	2.3%	3	0.7%	18	4.1%	0	0.0%	0	0.0%	0	0.0%	31	0.5%	5,795
51801	Carl Sandburg	2,295	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,295
50802	CCC Harold Washington	8,150	5	0.8%	1	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	8,156
50804	CCC Harry S Truman	9,272	6	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	9,278
50801	CCC Kennedy-King	3,352	6	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.2%	3,358
50803	CCC Malcolm X	10,679	31	3.3%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	33	0.3%	10,712
50805	CCC Olive-Harvey	3,574	8	4.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.2%	3,582
50806	CCC Richard J. Daley	8,065	1	0.3%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	8,067
50807	CCC Wilbur Wright	11,857	27	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.6%	30	0.3%	11,887
50201	College of DuPage	37,930	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	37,930
53201	College of Lake County	20,450	59	6.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	59	0.3%	20,509
50701	Danville Area	3,148	0	0.0%	5	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3,153
50901	Elgin	13,601	210	18.8%	0	0.0%	52	4.7%	0	0.0%	0	0.0%	0	0.0%	262	1.9%	13,863
51201	Harper	21,792	108	11.5%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	109	0.5%	21,901
54001	Heartland	7,540	25	3.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	25	0.3%	7,565
51901	Highland	2,684	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,684
52904	IECC Frontier	14,619	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,619
52901	IECC Lincoln Trail	781	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	781
52902	IECC Olney Central	1,230	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,230
52903	IECC Wabash Valley	1,320	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,320
51401	Illinois Central	9,914	6	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	9,920
51301	Illinois Valley	3,885	0	0.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	3,887
53001	John A. Logan	6,107	8	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	6,115
53901	John Wood	2,554	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,554
52501	Joliet Junior	19,810	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19,810
52001	Kankakee	3,743	0	0.0%	11	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.3%	3,754
50101	Kaskaskia	5,715	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,715
52301	Kishwaukee	3,580	11	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.3%	3,591
51701	Lake Land	8,125	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,125
53601	Lewis and Clark	5,490	8	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	5,498
52601	Lincoln Land	8,982	0	0.0%	0	0.0%	2	0.7%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	8,984
52801	McHenry County	13,202	32	2.8%	21	1.8%	27	2.3%	0	0.0%	0	0.0%	0	0.0%	80	0.6%	13,282
52401	Moraine Valley	17,617	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,617
52701	Morton	5,534	1	0.4%	0	0.0%	0	0.0%	0	0.0%	7	2.5%	0	0.0%	8	0.1%	5,542
53501	Oakton	16,018	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16,018
50501	Parkland	8,971	13	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.1%	8,984
51501	Prairie State	6,053	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,053
52101	Rend Lake	3,270	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,270
53701	Richland	3,885	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,885
51101	Rock Valley	7,769	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,769
50601	Sauk Valley	2,402	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,402
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798
51001	South Suburban	7,657	21	3.5%	0	0.0%	46	7.6%	0	0.0%	0	0.0%	0	0.0%	67	0.9%	7,724
53301	Southeastern Illinois	3,099	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,099
52201	Southwestern Illinois	14,776	3	0.4%	0	0.0%	6	0.7%	0	0.0%	0	0.0%	1	0.1%	10	0.1%	14,786
53401	Spoon River	1,726	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,726
50401	Triton	15,082	5	0.4%	2	0.2%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	8	0.1%	15,090
51601	Waubonsee	14,440	22	2.0%	57	5.2%	15	1.4%	0	0.0%	0	0.0%	0	0.0%	94	0.6%	14,534
Total		410,307	626	2.6%	106	0.4%	166	0.7%	0	0.0%	8	0.0%	4	0.0%	910	0.2%	411,217
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-5																	
Summary of Fiscal Year 2024 Student Enrollment in Primary Developmental Model in English Language Arts by Illinois Community College																	
		Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,839	41	17.6%	187	80.3%	5	2.1%	0	0.0%	0	0.0%	0	0.0%	233	3.8%	6,072
51801	Carl Sandburg	2,229	50	63.3%	29	36.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	79	3.4%	2,308
50802	CCC Harold Washington	7,614	363	43.6%	469	56.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	832	9.9%	8,446
50804	CCC Harry S Truman	9,999	415	57.6%	305	42.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	720	6.7%	10,719
50801	CCC Kennedy-King	4,093	181	45.9%	213	54.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	394	8.8%	4,487
50803	CCC Malcolm X	10,860	296	25.6%	860	74.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,156	9.6%	12,016
50805	CCC Olive-Harvey	4,240	118	34.0%	229	66.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	347	7.6%	4,587
50806	CCC Richard J. Daley	9,407	195	51.5%	184	48.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	379	3.9%	9,786
50807	CCC Wilbur Wright	11,027	391	40.1%	584	59.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	975	8.1%	12,002
50201	College of DuPage	41,454	59	69.4%	26	30.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	85	0.2%	41,539
53201	College of Lake County	21,250	138	13.2%	911	86.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,049	4.7%	22,299
50701	Danville Area	3,216	58	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	1.8%	3,274
50901	Elgin	14,712	73	16.3%	153	34.2%	222	49.6%	0	0.0%	0	0.0%	0	0.0%	448	3.0%	15,160
51201	Harper	21,758	880	76.8%	266	23.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,146	5.0%	22,904
54001	Heartland	7,609	0	0.0%	56	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	0.7%	7,665
51901	Highland	2,941	70	77.8%	20	22.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	90	3.0%	3,031
52904	IECC Frontier	12,790	11	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.1%	12,801
52901	IECC Lincoln Trail	741	0	0.0%	11	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	1.5%	752
52902	IECC Olney Central	1,252	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,252
52903	IECC Wabash Valley	1,216	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.7%	1,224
51401	Illinois Central	10,392	43	23.0%	144	77.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	187	1.8%	10,579
51301	Illinois Valley	3,804	97	42.7%	130	57.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	227	5.6%	4,031
53001	John A. Logan	5,266	33	97.1%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	34	0.6%	5,300
53901	John Wood	2,541	88	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	88	3.3%	2,629
52501	Joliet Junior	19,938	645	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	645	3.1%	20,583
52001	Kankakee	3,808	0	0.0%	132	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	132	3.4%	3,940
50101	Kaskaskia	5,686	55	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	55	1.0%	5,741
52301	Kishwaukee	3,704	40	23.8%	128	76.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	168	4.3%	3,872
51701	Lake Land	8,329	343	82.5%	73	17.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	416	4.8%	8,745
53601	Lewis and Clark	5,520	70	41.4%	99	58.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	169	3.0%	5,689
52601	Lincoln Land	9,508	0	0.0%	189	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	189	1.9%	9,697
52801	McHenry County	13,245	0	0.0%	58	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	0.4%	13,303
52401	Moraine Valley	17,463	205	41.6%	288	58.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	493	2.7%	17,956
52701	Morton	5,387	366	74.4%	126	25.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	492	8.4%	5,879
53501	Oakton	16,904	0	0.0%	563	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	563	3.2%	17,467
50501	Parkland	9,369	198	75.0%	66	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	264	2.7%	9,633
51501	Prairie State	6,353	29	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	29	0.5%	6,382
52101	Rend Lake	3,378	0	0.0%	50	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	50	1.5%	3,428
53701	Richland	3,550	97	63.0%	57	37.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	154	4.2%	3,704
51101	Rock Valley	9,186	94	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	94	1.0%	9,280
50601	Sauk Valley	2,443	109	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	109	4.3%	2,552
53101	Shawnee	2,762	0	0.0%	35	97.2%	0	0.0%	0	0.0%	0	0.0%	1	2.8%	36	1.3%	2,798
51001	South Suburban	7,448	397	81.2%	0	0.0%	92	18.8%	0	0.0%	0	0.0%	0	0.0%	489	6.2%	7,937
53301	Southeastern Illinois	3,158	100	85.5%	17	14.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	117	3.6%	3,275
52201	Southwestern Illinois	14,818	197	74.9%	23	8.7%	43	16.3%	0	0.0%	0	0.0%	0	0.0%	263	1.7%	15,081
53401	Spoon River	1,654	4	8.9%	41	91.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	45	2.6%	1,699
50401	Triton	15,585	494	53.5%	429	46.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	923	5.6%	16,508
51601	Waubensee	14,718	416	59.8%	186	26.7%	94	13.5%	0	0.0%	0	0.0%	0	0.0%	696	4.5%	15,414
Total		420,164	7,459	48.9%	7,346	48.1%	456	3.0%	0	0.0%	0	0.0%	1	0.0%	15,262	3.5%	435,426

Illinois Community College Board																	
Table A-6																	
Summary of Fiscal Year 2024 Student Enrollment in <u>Secondary</u> Developmental Model in English Language Arts by Illinois Community College																	
College District #	College Name	Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,885	187	80.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	187	3.1%	6,072
51801	Carl Sandburg	2,291	0	0.0%	0	0.0%	17	21.5%	0	0.0%	0	0.0%	0	0.0%	17	0.7%	2,308
50802	CCC Harold Washington	8,410	34	4.1%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.4%	8,446
50804	CCC Harry S Truman	10,651	67	9.3%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	68	0.6%	10,719
50801	CCC Kennedy-King	4,452	35	8.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	0.8%	4,487
50803	CCC Malcolm X	11,961	55	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	55	0.5%	12,016
50805	CCC Olive-Harvey	4,568	19	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.4%	4,587
50806	CCC Richard J. Daley	9,776	10	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.1%	9,786
50807	CCC Wilbur Wright	11,883	117	12.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	119	1.0%	12,002
50201	College of DuPage	41,539	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41,539
53201	College of Lake County	22,283	9	0.9%	7	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.1%	22,299
50701	Danville Area	3,274	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,274
50901	Elgin	15,108	18	4.0%	13	2.9%	21	4.7%	0	0.0%	0	0.0%	0	0.0%	52	0.3%	15,160
51201	Harper	22,899	5	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.0%	22,904
54001	Heartland	7,665	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,665
51901	Highland	3,031	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,031
52904	IECC Frontier	12,791	10	90.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.1%	12,801
52901	IECC Lincoln Trail	752	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	752
52902	IECC Olney Central	1,252	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,252
52903	IECC Wabash Valley	1,224	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,224
51401	Illinois Central	10,571	8	4.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	10,579
51301	Illinois Valley	4,015	16	7.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.4%	4,031
53001	John A. Logan	5,300	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,300
53901	John Wood	2,629	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,629
52501	Joliet Junior	20,583	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,583
52001	Kankakee	3,940	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,940
50101	Kaskaskia	5,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,741
52301	Kishwaukee	3,868	4	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	3,872
51701	Lake Land	8,745	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,745
53601	Lewis and Clark	5,678	11	6.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.2%	5,689
52601	Lincoln Land	9,697	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,697
52801	McHenry County	13,303	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,303
52401	Moraine Valley	17,955	1	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	17,956
52701	Morton	5,848	31	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	0.5%	5,879
53501	Oakton	17,467	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,467
50501	Parkland	9,623	10	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.1%	9,633
51501	Prairie State	6,382	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,382
52101	Rend Lake	3,428	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,428
53701	Richland	3,689	3	1.9%	12	7.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.4%	3,704
51101	Rock Valley	9,280	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,280
50601	Sauk Valley	2,552	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,552
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798
51001	South Suburban	7,888	25	5.1%	0	0.0%	24	4.9%	0	0.0%	0	0.0%	0	0.0%	49	0.6%	7,937
53301	Southeastern Illinois	3,275	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,275
52201	Southwestern Illinois	15,069	9	3.4%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	12	0.1%	15,081
53401	Spoon River	1,699	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,699
50401	Triton	16,477	30	3.3%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	0.2%	16,508
51601	Waubonsee	15,398	0	0.0%	0	0.0%	16	2.3%	0	0.0%	0	0.0%	0	0.0%	16	0.1%	15,414
Total		434,593	714	4.7%	38	0.2%	81	0.5%	0	0.0%	0	0.0%	0	0.0%	833	0.2%	435,426
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-7																	
Summary of Fiscal Year 2023 Student Enrollment in Primary Developmental Model in English Language Arts by Illinois Community College																	
College District #	College Name	Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,459	170	50.6%	166	49.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	336	5.8%	5,795
51801	Carl Sandburg	2,231	52	81.3%	12	18.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	64	2.8%	2,295
50802	CCC Harold Washington	7,322	332	39.8%	502	60.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	834	10.2%	8,156
50804	CCC Harry S Truman	8,601	427	63.1%	250	36.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	677	7.3%	9,278
50801	CCC Kennedy-King	3,006	170	48.3%	182	51.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	352	10.5%	3,358
50803	CCC Malcolm X	9,419	431	33.3%	862	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,293	12.1%	10,712
50805	CCC Olive-Harvey	3,315	84	31.5%	183	68.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	267	7.5%	3,582
50806	CCC Richard J. Daley	7,595	233	49.4%	239	50.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	472	5.9%	8,067
50807	CCC Wilbur Wright	11,000	445	50.2%	442	49.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	887	7.5%	11,887
50201	College of DuPage	37,587	315	91.8%	28	8.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	343	0.9%	37,930
53201	College of Lake County	19,444	125	11.7%	940	88.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,065	5.2%	20,509
50701	Danville Area	3,117	36	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	1.1%	3,153
50901	Elgin	13,350	95	18.5%	177	34.5%	241	47.0%	0	0.0%	0	0.0%	0	0.0%	513	3.7%	13,863
51201	Harper	21,049	586	68.8%	266	31.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	852	3.9%	21,901
54001	Heartland	7,511	7	13.0%	47	87.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	54	0.7%	7,565
51901	Highland	2,588	84	87.5%	12	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	3.6%	2,684
52904	IECC Frontier	14,603	16	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.1%	14,619
52901	IECC Lincoln Trail	773	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	1.0%	781
52902	IECC Olney Central	1,230	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,230
52903	IECC Wabash Valley	1,320	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,320
51401	Illinois Central	9,728	47	24.5%	145	75.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	192	1.9%	9,920
51301	Illinois Valley	3,660	95	41.9%	132	58.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	227	5.8%	3,887
53001	John A. Logan	6,075	12	30.0%	28	70.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	40	0.7%	6,115
53901	John Wood	2,457	97	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	97	3.8%	2,554
52501	Joliet Junior	19,141	669	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	669	3.4%	19,810
52001	Kankakee	3,658	5	5.2%	91	94.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	2.6%	3,754
50101	Kaskaskia	5,653	62	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	62	1.1%	5,715
52301	Kishwaukee	3,406	164	88.6%	21	11.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	185	5.2%	3,591
51701	Lake Land	7,796	323	98.2%	6	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	329	4.0%	8,125
53601	Lewis and Clark	5,333	94	57.0%	71	43.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	165	3.0%	5,498
52601	Lincoln Land	8,810	0	0.0%	174	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	174	1.9%	8,984
52801	McHenry County	13,220	0	0.0%	62	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	62	0.5%	13,282
52401	Moraine Valley	16,566	796	75.7%	255	24.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,051	6.0%	17,617
52701	Morton	5,025	408	78.9%	109	21.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	517	9.3%	5,542
53501	Oakton	15,415	0	0.0%	603	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	603	3.8%	16,018
50501	Parkland	8,651	290	87.1%	43	12.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	333	3.7%	8,984
51501	Prairie State	5,992	61	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	61	1.0%	6,053
52101	Rend Lake	3,209	0	0.0%	61	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	61	1.9%	3,270
53701	Richland	3,764	106	87.6%	15	12.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	121	3.1%	3,885
51101	Rock Valley	7,727	42	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	42	0.5%	7,769
50601	Sauk Valley	2,296	106	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	106	4.4%	2,402
53101	Shawnee	2,763	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	34	97.1%	35	1.3%	2,798
51001	South Suburban	7,213	411	80.4%	0	0.0%	100	19.6%	0	0.0%	0	0.0%	0	0.0%	511	6.6%	7,724
53301	Southeastern Illinois	2,940	132	83.0%	27	17.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	159	5.1%	3,099
52201	Southwestern Illinois	14,524	226	86.3%	13	5.0%	22	8.4%	0	0.0%	0	0.0%	1	0.4%	262	1.8%	14,786
53401	Spoon River	1,681	4	8.9%	41	91.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	45	2.6%	1,726
50401	Triton	14,120	603	62.2%	367	37.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	970	6.4%	15,090
51601	Waubonsee	13,785	442	59.0%	190	25.4%	117	15.6%	0	0.0%	0	0.0%	0	0.0%	749	5.2%	14,534
Total		395,128	8,811	54.8%	6,763	42.0%	480	3.0%	0	0.0%	0	0.0%	35	0.2%	16,089	3.9%	411,217
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																		
Table A-8																		
Summary of Fiscal Year 2023 Student Enrollment in <u>Secondary</u> Developmental Model in English Language Arts by Illinois Community College																		
		Not in Dev Ed		Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
50301	Black Hawk	5,792	2	66.7%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.1%	5,795	
51801	Carl Sandburg	2,285	0	0.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%	0	0.0%	10	0.4%	2,295	
50802	CCC Harold Washington	8,112	42	95.5%	2	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	44	0.5%	8,156	
50804	CCC Harry S Truman	9,234	43	97.7%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	44	0.5%	9,278	
50801	CCC Kennedy-King	3,331	27	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	27	0.8%	3,358	
50803	CCC Malcolm X	10,625	81	93.1%	6	6.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	87	0.8%	10,712	
50805	CCC Olive-Harvey	3,556	25	96.2%	1	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	0.7%	3,582	
50806	CCC Richard J. Daley	8,046	21	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.3%	8,067	
50807	CCC Wilbur Wright	11,804	82	98.8%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	83	0.7%	11,887	
50201	College of DuPage	37,929	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	37,930	
53201	College of Lake County	20,453	46	82.1%	10	17.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	0.3%	20,509	
50701	Danville Area	3,153	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,153	
50901	Elgin	13,782	24	29.6%	33	40.7%	24	29.6%	0	0.0%	0	0.0%	0	0.0%	81	0.6%	13,863	
51201	Harper	21,894	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.0%	21,901	
54001	Heartland	7,563	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	7,565	
51901	Highland	2,676	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.3%	2,684	
52904	IECC Frontier	14,619	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,619	
52901	IECC Lincoln Trail	781	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	781	
52902	IECC Olney Central	1,230	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,230	
52903	IECC Wabash Valley	1,320	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,320	
51401	Illinois Central	9,908	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	0.1%	9,920	
51301	Illinois Valley	3,866	19	90.5%	2	9.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.5%	3,887	
53001	John A. Logan	6,115	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,115	
53901	John Wood	2,554	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,554	
52501	Joliet Junior	19,810	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19,810	
52001	Kankakee	3,754	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,754	
50101	Kaskaskia	5,715	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,715	
52301	Kishwaukee	3,591	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,591	
51701	Lake Land	8,125	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,125	
53601	Lewis and Clark	5,498	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,498	
52601	Lincoln Land	8,984	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,984	
52801	McHenry County	13,282	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,282	
52401	Moraine Valley	17,579	38	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	38	0.2%	17,617	
52701	Morton	5,506	34	94.4%	2	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.6%	5,542	
53501	Oakton	16,018	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16,018	
50501	Parkland	8,978	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	8,984	
51501	Prairie State	6,053	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,053	
52101	Rend Lake	3,270	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,270	
53701	Richland	3,865	2	10.0%	18	90.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0.5%	3,885	
51101	Rock Valley	7,769	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,769	
50601	Sauk Valley	2,402	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,402	
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798	
51001	South Suburban	7,672	34	65.4%	0	0.0%	18	34.6%	0	0.0%	0	0.0%	0	0.0%	52	0.7%	7,724	
53301	Southeastern Illinois	3,099	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,099	
52201	Southwestern Illinois	14,779	0	0.0%	1	14.3%	5	71.4%	0	0.0%	0	0.0%	1	14.3%	7	0.0%	14,786	
53401	Spoon River	1,726	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,726	
50401	Triton	15,062	27	96.4%	1	3.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28	0.2%	15,090	
51601	Waubonsee	14,502	16	50.0%	2	6.3%	14	43.8%	0	0.0%	0	0.0%	0	0.0%	32	0.2%	14,534	
Total		410,465	591	78.6%	89	11.8%	71	9.4%	0	0.0%	0	0.0%	1	0.1%	752	0.2%	411,217	
Data Source: ICCB Centralized Data System																		

Illinois Community College Board																		
Table B-1																		
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																		
Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model																		
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Traditional	Gender - Female	1,946	16.55	484	24.87%	1,606	82.53%	1,248	64.13%	258	13.26%	567	29.14%	190	9.76%	11.91	23.90%	59.10%
	Gender - Male	1,472	14.72	283	19.23%	1,137	77.24%	844	57.34%	185	12.57%	390	26.49%	90	6.11%	10.79	20.04%	51.83%
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	12	17.21	DS	DS	10	83.33%	7	58.33%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	79	16.84	17	21.52%	71	89.87%	60	75.95%	19	24.05%	34	43.04%	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	497	11.23	51	10.26%	362	72.84%	228	45.88%	41	8.25%	98	19.72%	22	4.43%	7.96	11.47%	46.88%
	Race/Ethnicity - Hispanic/Latino	1,039	13.65	149	14.34%	833	80.17%	639	61.50%	121	11.65%	277	26.66%	59	5.68%	10.06	19.44%	51.49%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	18	17.06	DS	DS	15	83.33%	7	38.89%	DS	DS	7	38.89%	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	123	15.15	24	19.51%	96	78.05%	66	53.66%	11	8.94%	28	22.76%	13	10.57%	10.91	22.76%	55.28%
	Race/Ethnicity - Unknown	85	13.70	12	14.12%	64	75.29%	46	54.12%	8	9.41%	18	21.18%	DS	DS	DS	DS	DS
	Race/Ethnicity - White	1,565	18.69	506	32.33%	1,292	82.56%	1,038	66.33%	238	15.21%	493	31.50%	174	11.12%	13.43	27.92%	61.34%
	Pell Status - Not a Pell Recipient	1,725	16.66	434	25.16%	1,379	79.94%	1,126	65.28%	251	14.55%	530	30.72%	154	8.93%	12.49	25.80%	60.93%
	Pell Status - Pell Recipient	1,694	14.85	333	19.66%	1,365	80.58%	966	57.02%	192	11.33%	427	25.21%	126	7.44%	10.35	18.60%	50.94%
	Age Group - 25 and Older	187	15.73	50	26.74%	140	74.87%	103	55.08%	29	15.51%	55	29.41%	25	13.37%	10.40	22.46%	52.94%
	Age Group - Under 25	3,232	15.76	717	22.18%	2,604	80.57%	1,989	61.54%	414	12.81%	902	27.91%	255	7.89%	11.48	22.22%	56.16%
	Total (ALL)	3,419	15.76	767	22.43%	2,744	80.26%	2,092	61.19%	443	12.96%	957	27.99%	280	8.19%	11.43	22.23%	55.98%
Co-Requisite	Gender - Female	434	19.58	154	35.48%	350	80.65%	268	61.75%	253	58.29%	275	63.36%	64	14.75%	12.09	30.41%	64.52%
	Gender - Male	254	18.44	84	33.07%	196	77.17%	164	64.57%	135	53.15%	146	57.48%	32	12.60%	12.69	24.80%	57.87%
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	23	21.26	10	43.48%	22	95.65%	18	78.26%	15	65.22%	17	73.91%	6	26.09%	18.57	43.48%	82.61%
	Race/Ethnicity - Black or African American	76	12.61	10	13.16%	49	64.47%	36	47.37%	33	43.42%	37	48.68%	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	308	16.73	77	25.00%	243	78.90%	190	61.69%	187	60.71%	197	63.96%	39	12.66%	11.06	21.75%	55.19%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	6	20.83	DS	33.33%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	20	21.55	10	50.00%	17	85.00%	13	65.00%	10	50.00%	10	50.00%	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	11	18.91	DS	DS	9	81.82%	9	81.82%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	242	23.97	125	51.65%	200	82.64%	160	66.12%	136	56.20%	150	61.98%	43	17.77%	14.42	38.02%	72.31%
	Pell Status - Not a Pell Recipient	343	21.13	143	41.69%	274	79.88%	226	65.89%	203	59.18%	218	63.56%	47	13.70%	13.58	34.11%	65.89%
	Pell Status - Pell Recipient	345	17.20	95	27.54%	272	78.84%	206	59.71%	185	53.62%	203	58.84%	49	14.20%	11.04	22.61%	58.26%
	Age Group - 25 and Older	25	18.96	6	24.00%	21	84.00%	17	68.00%	15	60.00%	15	60.00%	DS	DS	DS	DS	DS
	Age Group - Under 25	663	19.17	232	34.99%	525	79.19%	415	62.59%	373	56.26%	406	61.24%	91	13.73%	12.30	28.81%	62.90%
	Total (ALL)	688	19.16	238	34.59%	546	79.36%	432	62.79%	388	56.40%	421	61.19%	96	13.95%	12.31	28.34%	62.06%

Illinois Community College Board																		
Table B-1																		
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																		
Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model																		
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Compressed	Gender - Female	44	18.74	12	27.27%	33	75.00%	29	65.91%	8	18.18%	18	40.91%	6	13.64%	13.93	27.27%	63.64%
	Gender - Male	32	18.84	13	40.63%	26	81.25%	21	65.63%	6	18.75%	12	37.50%	8	25.00%	13.30	31.25%	65.63%
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	7	27.14	6	85.71%	6	85.71%	DS	DS	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	10	10.80	0	0.00%	6	60.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	52	19.43	18	34.62%	40	76.92%	35	67.31%	10	19.23%	24	46.15%	11	21.15%	14.60	34.62%	61.54%
	Pell Status - Not a Pell Recipient	38	16.32	10	26.32%	27	71.05%	27	71.05%	8	21.05%	17	44.74%	7	18.42%	15.55	28.95%	71.05%
	Pell Status - Pell Recipient	38	21.25	15	39.47%	32	84.21%	23	60.53%	6	15.79%	13	34.21%	7	18.42%	11.78	28.95%	57.89%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	74	18.41	24	32.43%	57	77.03%	48	64.86%	13	17.57%	29	39.19%	13	17.57%	13.41	28.38%	63.51%
	Total (ALL)	76	18.78	25	32.89%	59	77.63%	50	65.79%	14	18.42%	30	39.47%	14	18.42%	13.66	28.95%	64.47%
Modularized	Gender - Female	27	30.33	17	62.96%	24	88.89%	19	70.37%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	17	25.24	10	58.82%	14	82.35%	8	47.06%	0	0.00%	0	0.00%	DS	DS	DS	DS	DS
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Asian	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Black or African American	7	22.29	DS	57.14%	7	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	10	8.40	DS	DS	8	80.00%	7	70.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Two or more races	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	26	38.31	22	84.62%	22	84.62%	14	53.85%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	21	27.00	13	61.90%	17	80.95%	16	76.19%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	23	29.61	14	60.87%	21	91.30%	11	47.83%	0	0.00%	0	0.00%	DS	DS	DS	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	41	28.90	26	63.41%	36	87.80%	26	63.41%	0	0.00%	DS	DS	8	19.51%	26.37	26.83%	63.41%
	Total (ALL)	44	28.36	27	61.36%	38	86.36%	27	61.36%	0	0.00%	DS	DS	8	18.18%	25.11	25.00%	61.36%



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Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model																		
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Emporium	Gender - Female	160	17.89	40	25.00%	140	87.50%	105	65.63%	18	11.25%	46	28.75%	23	14.38%	13.45	35.63%	66.25%
	Gender - Male	173	15.84	33	19.08%	138	79.77%	115	66.47%	23	13.29%	40	23.12%	13	7.51%	12.01	25.43%	57.23%
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Asian	29	20.66	11	37.93%	28	96.55%	23	79.31%	6	20.69%	14	48.28%	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	37	13.70	7	18.92%	27	72.97%	16	43.24%	DS	DS	6	16.22%	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	88	16.09	9	10.23%	75	85.23%	66	75.00%	13	14.77%	21	23.86%	DS	4.55%	13.15	26.14%	59.09%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	16	14.69	DS	12.50%	13	81.25%	8	50.00%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	15.00	DS	20.00%	DS	80.00%	DS	80.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	157	17.59	43	27.39%	130	82.80%	102	64.97%	19	12.10%	43	27.39%	24	15.29%	13.41	37.58%	63.69%
	Pell Status - Not a Pell Recipient	185	17.19	44	23.78%	157	84.86%	125	67.57%	25	13.51%	49	26.49%	24	12.97%	13.38	31.35%	59.46%
	Pell Status - Pell Recipient	148	16.36	29	19.59%	121	81.76%	95	64.19%	16	10.81%	37	25.00%	12	8.11%	11.85	29.05%	64.19%
	Age Group - 25 and Older	14	17.43	DS	28.57%	12	85.71%	10	71.43%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	319	16.80	69	21.63%	266	83.39%	210	65.83%	40	12.54%	84	26.33%	34	10.66%	12.82	30.09%	61.76%
	Total (ALL)	333	16.82	73	21.92%	278	83.48%	220	66.07%	41	12.31%	86	25.83%	36	10.81%	12.70	30.33%	61.56%
Other	Gender - Female	46	8.74	DS	6.52%	32	69.57%	27	58.70%	6	13.04%	11	23.91%	DS	DS	DS	DS	DS
	Gender - Male	43	6.53	DS	2.33%	31	72.09%	24	55.81%	6	13.95%	17	39.53%	DS	DS	DS	DS	DS
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	21	7.29	DS	DS	15	71.43%	12	57.14%	DS	DS	8	38.10%	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	36	9.61	DS	2.78%	23	63.89%	19	52.78%	6	16.67%	11	30.56%	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	29	DS	DS	DS	23	79.31%	17	58.62%	DS	DS	7	24.14%	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	39	7.18	DS	5.13%	26	66.67%	23	58.97%	DS	DS	12	30.77%	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	50	8.06	DS	4.00%	37	74.00%	28	56.00%	8	16.00%	16	32.00%	DS	DS	DS	DS	DS
	Age Group - 25 and Older	7	10.71	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	82	7.41	DS	DS	60	73.17%	48	58.54%	10	12.20%	26	31.71%	8	9.76%	11.91	24.39%	47.56%
	Total (ALL)	89	7.67	DS	DS	63	70.79%	51	57.30%	12	13.48%	28	31.46%	9	10.11%	11.52	23.60%	46.07%
Total		4,649	16.35	1,134	24.39%	3,728	80.19%	2,872	61.78%	898	19.32%	1,523	32.76%	443	9.53%	11.82	23.88%	57.28%

Source of Data: ICCB Centralized Data System

Illinois Community College Board																
Table B-2																
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort																
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Traditional	Gender - Female	1,922	16.77	482	25.08%	1,622	84.39%	1,223	63.63%	255	13.27%	580	30.18%	235	12.23%	12.80
	Gender - Male	1,763	15.03	366	20.76%	1,423	80.71%	1,097	62.22%	211	11.97%	496	28.13%	118	6.69%	12.15
	Race/Ethnicity - American Indian or Alaska Native	9	18.33	DS	DS	6	66.67%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	109	16.02	24	22.02%	98	89.91%	85	77.98%	16	14.68%	39	35.78%	14	12.84%	16.27
	Race/Ethnicity - Black or African American	464	12.20	61	13.15%	371	79.96%	251	54.09%	39	8.41%	100	21.55%	22	4.74%	9.30
	Race/Ethnicity - Hispanic/Latino	1,151	13.49	131	11.38%	943	81.93%	729	63.34%	147	12.77%	322	27.98%	62	5.39%	10.96
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	6	6.50	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	38	19.95	14	36.84%	33	86.84%	26	68.42%	7	18.42%	15	39.47%	DS	13.16%	18.61
	Race/Ethnicity - Two or more races	148	14.92	36	24.32%	116	78.38%	80	54.05%	7	4.73%	29	19.59%	11	7.43%	10.58
	Race/Ethnicity - Unknown	94	17.26	24	25.53%	81	86.17%	63	67.02%	11	11.70%	30	31.91%	15	15.96%	14.27
	Race/Ethnicity - White	1,666	18.61	554	33.25%	1,393	83.61%	1,077	64.65%	236	14.17%	535	32.11%	222	13.33%	14.12
	Pell Status - Not a Pell Recipient	1,780	17.15	496	27.87%	1,465	82.30%	1,176	66.07%	243	13.65%	559	31.40%	208	11.69%	13.77
	Pell Status - Pell Recipient	1,905	14.80	352	18.48%	1,580	82.94%	1,144	60.05%	223	11.71%	517	27.14%	145	7.61%	11.29
	Age Group - 25 and Older	170	14.38	29	17.06%	131	77.06%	96	56.47%	27	15.88%	55	32.35%	20	11.76%	10.15
	Age Group - Under 25	3,515	16.01	819	23.30%	2,914	82.90%	2,224	63.27%	439	12.49%	1,021	29.05%	333	9.47%	12.60
	Total (ALL)	3,685	15.94	848	23.01%	3,045	82.63%	2,320	62.96%	466	12.65%	1,076	29.20%	353	9.58%	12.49
Co-Requisite	Gender - Female	358	18.59	111	31.01%	301	84.08%	231	64.53%	222	62.01%	240	67.04%	52	14.53%	13.03
	Gender - Male	285	16.72	78	27.37%	227	79.65%	171	60.00%	160	56.14%	175	61.40%	31	10.88%	12.15
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	29	20.10	12	41.38%	28	96.55%	21	72.41%	21	72.41%	24	82.76%	DS	DS	DS
	Race/Ethnicity - Black or African American	101	14.00	17	16.83%	76	75.25%	55	54.46%	50	49.50%	56	55.45%	6	5.94%	10.33
	Race/Ethnicity - Hispanic/Latino	260	16.22	53	20.38%	215	82.69%	164	63.08%	154	59.23%	165	63.46%	19	7.31%	11.52
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	15	16.87	DS	DS	13	86.67%	7	46.67%	6	40.00%	8	53.33%	DS	DS	DS
	Race/Ethnicity - Unknown	23	16.63	6	26.09%	18	78.26%	15	65.22%	14	60.87%	14	60.87%	6	26.09%	15.39
	Race/Ethnicity - White	207	21.55	96	46.38%	173	83.57%	134	64.73%	131	63.29%	142	68.60%	46	22.22%	14.71
	Pell Status - Not a Pell Recipient	315	19.28	112	35.56%	257	81.59%	204	64.76%	195	61.90%	211	66.98%	52	16.51%	13.43
	Pell Status - Pell Recipient	328	16.31	77	23.48%	271	82.62%	198	60.37%	187	57.01%	204	62.20%	31	9.45%	11.88
	Age Group - 25 and Older	22	16.41	DS	DS	19	86.36%	15	68.18%	17	77.27%	17	77.27%	DS	DS	DS
	Age Group - Under 25	621	17.81	184	29.63%	509	81.96%	387	62.32%	365	58.78%	398	64.09%	81	13.04%	12.60
	Total (ALL)	643	17.76	189	29.39%	528	82.12%	402	62.52%	382	59.41%	415	64.54%	83	12.91%	12.64

Illinois Community College Board																
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		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Compressed	Gender - Female	67	14.06	11	16.42%	50	74.63%	36	53.73%	11	16.42%	22	32.84%	DS	DS	DS
	Gender - Male	43	13.93	DS	11.63%	33	76.74%	31	72.09%	6	13.95%	18	41.86%	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	17	10.71	DS	17.65%	11	64.71%	7	41.18%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	27	12.59	DS	7.41%	21	77.78%	18	66.67%	6	22.22%	11	40.74%	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	7	14.14	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	48	15.25	8	16.67%	36	75.00%	33	68.75%	7	14.58%	20	41.67%	DS	DS	DS
	Pell Status - Not a Pell Recipient	50	13.72	6	12.00%	36	72.00%	32	64.00%	9	18.00%	19	38.00%	DS	DS	DS
	Pell Status - Pell Recipient	60	14.25	10	16.67%	47	78.33%	35	58.33%	8	13.33%	21	35.00%	DS	DS	DS
	Age Group - 25 and Older	12	14.17	DS	DS	9	75.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	98	13.99	13	13.27%	74	75.51%	62	63.27%	15	15.31%	38	38.78%	DS	DS	DS
	Total (ALL)	110	14.01	16	14.55%	83	75.45%	67	60.91%	17	15.45%	40	36.36%	DS	DS	DS
Modularized	Gender - Female	17	25.88	10	58.82%	15	88.24%	11	64.71%	0	0.00%	DS	DS	DS	DS	DS
	Gender - Male	10	19.90	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Asian	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Black or African American	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	6	10.00	DS	DS	6	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Two or more races	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Unknown	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - White	19	28.32	12	63.16%	16	84.21%	13	68.42%	0	0.00%	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	18	22.72	9	50.00%	16	88.89%	9	50.00%	0	0.00%	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	9	25.56	DS	DS	8	88.89%	6	66.67%	0	0.00%	DS	DS	DS	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	24	22.88	12	50.00%	22	91.67%	13	54.17%	0	0.00%	DS	8.33%	DS	DS	DS
	Total (ALL)	27	23.67	14	51.85%	24	88.89%	15	55.56%	0	0.00%	DS	DS	DS	DS	DS

Illinois Community College Board																
Table B-2																
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort																
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Emporium	Gender - Female	120	17.57	28	23.33%	106	88.33%	87	72.50%	DS	DS	22	18.33%	16	13.33%	13.77
	Gender - Male	115	17.15	18	15.65%	105	91.30%	85	73.91%	DS	DS	24	20.87%	9	7.83%	14.20
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	36	18.72	9	25.00%	33	91.67%	28	77.78%	DS	DS	11	30.56%	DS	DS	DS
	Race/Ethnicity - Black or African American	23	13.35	DS	DS	18	78.26%	10	43.48%	0	0.00%	0	0.00%	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	75	15.08	DS	DS	71	94.67%	56	74.67%	DS	DS	16	21.33%	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Two or more races	7	17.29	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	7	17.71	DS	DS	6	85.71%	6	85.71%	0	0.00%	0	0.00%	DS	DS	DS
	Race/Ethnicity - White	86	19.77	26	30.23%	76	88.37%	66	76.74%	DS	DS	19	22.09%	13	15.12%	15.91
	Pell Status - Not a Pell Recipient	115	18.06	24	20.87%	106	92.17%	88	76.52%	6	5.22%	22	19.13%	12	10.43%	15.24
	Pell Status - Pell Recipient	120	16.70	22	18.33%	105	87.50%	84	70.00%	DS	2.50%	24	20.00%	13	10.83%	12.77
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	231	17.42	45	19.48%	208	90.04%	170	73.59%	9	3.90%	45	19.48%	24	10.39%	14.03
	Total (ALL)	235	17.36	46	19.57%	211	89.79%	172	73.19%	9	3.83%	46	19.57%	25	10.64%	13.98
Other	Gender - Female	34	13.31	8	23.53%	30	88.24%	18	52.94%	DS	DS	17	50.00%	DS	DS	DS
	Gender - Male	32	9.72	DS	DS	24	75.00%	13	40.63%	DS	DS	11	34.38%	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	16	9.13	DS	DS	12	75.00%	6	37.50%	DS	DS	8	50.00%	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	23	11.83	DS	DS	16	69.57%	11	47.83%	DS	8.70%	10	43.48%	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	17	13.85	6	35.29%	17	100.00%	9	52.94%	0	0.00%	7	41.18%	DS	DS	DS
	Pell Status - Not a Pell Recipient	24	9.02	DS	12.50%	19	79.17%	11	45.83%	0	0.00%	10	41.67%	DS	DS	DS
	Pell Status - Pell Recipient	42	13.02	10	23.81%	35	83.33%	20	47.62%	6	14.29%	18	42.86%	6	14.29%	13.71
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	65	11.61	13	20.00%	53	81.54%	30	46.15%	6	9.23%	28	43.08%	8	12.31%	13.46
	Total (ALL)	66	11.57	13	19.70%	54	81.82%	31	46.97%	6	9.09%	28	42.42%	8	12.12%	13.32
Total		4,766	16.19	1,126	23.63%	3,945	82.77%	3,007	63.09%	880	18.46%	1,608	33.74%	476	9.99%	12.63
Source of Data: ICCB Centralized Data System																

Illinois Community College Board											
Table B-3											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Traditional	Gender - Female	1,846	16.98	487	26.38%	1,556	84.29%	1,208	65.44%	233	12.62%
	Gender - Male	1,742	15.80	398	22.85%	1,436	82.43%	1,071	61.48%	232	13.32%
	Gender - Another Gender	13	21.23	DS	DS	11	84.62%	11	84.62%	DS	DS
	Gender - Not Reported	18	16.94	7	38.89%	15	83.33%	10	55.56%	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	11	15.45	DS	DS	9	81.82%	6	54.55%	0	0.00%
	Race/Ethnicity - Asian	150	17.29	42	28.00%	136	90.67%	105	70.00%	23	15.33%
	Race/Ethnicity - Black or African American	502	13.00	74	14.74%	393	78.29%	267	53.19%	36	7.17%
	Race/Ethnicity - Hispanic/Latino	1,167	13.33	152	13.02%	937	80.29%	719	61.61%	139	11.91%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	52	20.54	24	46.15%	47	90.38%	37	71.15%	8	15.38%
	Race/Ethnicity - Two or more races	136	14.83	27	19.85%	102	75.00%	78	57.35%	11	8.09%
	Race/Ethnicity - Unknown	68	16.94	13	19.12%	61	89.71%	46	67.65%	10	14.71%
	Race/Ethnicity - White	1,531	19.82	561	36.64%	1,331	86.94%	1,041	67.99%	245	16.00%
	Pell Status - Not a Pell Recipient	1,743	18.07	538	30.87%	1,454	83.42%	1,176	67.47%	262	15.03%
	Pell Status - Pell Recipient	1,876	14.90	359	19.14%	1,564	83.37%	1,124	59.91%	210	11.19%
	Age Group - 25 and Older	158	15.43	29	18.35%	127	80.38%	87	55.06%	21	13.29%
	Age Group - Under 25	3,461	16.47	868	25.08%	2,891	83.53%	2,213	63.94%	451	13.03%
	Total (ALL)	3,619	16.43	897	24.79%	3,018	83.39%	2,300	63.55%	472	13.04%
Co-Requisite	Gender - Female	518	20.66	202	39.00%	469	90.54%	348	67.18%	302	58.30%
	Gender - Male	395	19.15	151	38.23%	340	86.08%	266	67.34%	188	47.59%
	Gender - Another Gender	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	27	22.85	14	51.85%	26	96.30%	21	77.78%	20	74.07%
	Race/Ethnicity - Black or African American	104	14.59	21	20.19%	88	84.62%	50	48.08%	44	42.31%
	Race/Ethnicity - Hispanic/Latino	384	17.32	104	27.08%	336	87.50%	260	67.71%	209	54.43%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	12	23.42	7	58.33%	11	91.67%	12	100.00%	8	66.67%
	Race/Ethnicity - Two or more races	25	21.62	8	32.00%	24	96.00%	16	64.00%	13	52.00%
	Race/Ethnicity - Unknown	17	19.12	8	47.06%	12	70.59%	11	64.71%	7	41.18%
	Race/Ethnicity - White	344	24.35	192	55.81%	312	90.70%	244	70.93%	190	55.23%
	Pell Status - Not a Pell Recipient	436	22.33	209	47.94%	382	87.61%	315	72.25%	242	55.50%
	Pell Status - Pell Recipient	479	17.93	145	30.27%	429	89.56%	301	62.84%	250	52.19%
	Age Group - 25 and Older	32	19.92	9	28.13%	31	96.88%	21	65.63%	20	62.50%
	Age Group - Under 25	883	20.03	345	39.07%	780	88.34%	595	67.38%	472	53.45%
	Total (ALL)	915	20.02	354	38.69%	811	88.63%	616	67.32%	492	53.77%

Illinois Community College Board											
Table B-3											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Compressed	Gender - Female	70	15.96	12	17.14%	55	78.57%	47	67.14%	14	20.00%
	Gender - Male	65	15.00	10	15.38%	54	83.08%	44	67.69%	7	10.77%
	Gender - Another Gender	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	24	11.42	DS	DS	16	66.67%	9	37.50%	DS	DS
	Race/Ethnicity - Hispanic/Latino	43	15.10	DS	DS	37	86.05%	35	81.40%	7	16.28%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	6	21.00	DS	33.33%	6	100.00%	6	100.00%	DS	DS
	Race/Ethnicity - Unknown	8	11.88	0	0.00%	6	75.00%	DS	DS	0	0.00%
	Race/Ethnicity - White	51	17.26	12	23.53%	40	78.43%	35	68.63%	9	17.65%
	Pell Status - Not a Pell Recipient	64	15.63	9	14.06%	49	76.56%	45	70.31%	14	21.88%
	Pell Status - Pell Recipient	74	15.14	13	17.57%	62	83.78%	49	66.22%	8	10.81%
	Age Group - 25 and Older	15	15.37	DS	DS	12	80.00%	10	66.67%	0	0.00%
	Age Group - Under 25	123	15.37	18	14.63%	99	80.49%	84	68.29%	22	17.89%
	Total (ALL)	138	15.37	22	15.94%	111	80.43%	94	68.12%	22	15.94%
Modularized	Gender - Female	16	37.13	15	93.75%	15	93.75%	11	68.75%	0	0.00%
	Gender - Male	11	31.64	10	90.91%	10	90.91%	7	63.64%	0	0.00%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Black or African American	6	34.33	6	100.00%	6	100.00%	DS	DS	0	0.00%
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	20	35.00	18	90.00%	18	90.00%	15	75.00%	0	0.00%
	Pell Status - Not a Pell Recipient	8	32.25	7	87.50%	7	87.50%	DS	DS	0	0.00%
	Pell Status - Pell Recipient	19	36.00	18	94.74%	18	94.74%	13	68.42%	0	0.00%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	26	34.54	24	92.31%	24	92.31%	17	65.38%	0	0.00%
	Total (ALL)	27	34.89	25	92.59%	25	92.59%	18	66.67%	0	0.00%

Illinois Community College Board											
Table B-3											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Emporium	Gender - Female	28	14.14	DS	DS	17	60.71%	11	39.29%	DS	DS
	Gender - Male	41	17.40	13	31.71%	28	68.29%	23	56.10%	6	14.63%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	7	16.21	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Hispanic/Latino	19	12.71	DS	DS	14	73.68%	12	63.16%	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	37	18.32	11	29.73%	22	59.46%	16	43.24%	DS	DS
	Pell Status - Not a Pell Recipient	30	15.30	6	20.00%	17	56.67%	13	43.33%	DS	DS
	Pell Status - Pell Recipient	39	16.68	11	28.21%	28	71.79%	21	53.85%	DS	DS
	Age Group - 25 and Older	7	17.64	DS	DS	6	85.71%	DS	DS	0	0.00%
	Age Group - Under 25	62	15.90	14	22.58%	39	62.90%	30	48.39%	7	11.29%
	Total (ALL)	69	16.08	17	24.64%	45	65.22%	34	49.28%	7	10.14%
Other	Gender - Female	36	11.03	6	16.67%	34	94.44%	27	75.00%	14	38.89%
	Gender - Male	49	8.65	DS	DS	40	81.63%	30	61.22%	14	28.57%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	19	9.58	DS	DS	16	84.21%	9	47.37%	9	47.37%
	Race/Ethnicity - Hispanic/Latino	33	10.73	0	0.00%	29	87.88%	21	63.64%	7	21.21%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	24	9.92	DS	DS	21	87.50%	20	83.33%	12	50.00%
	Pell Status - Not a Pell Recipient	29	11.07	DS	DS	28	96.55%	21	72.41%	10	34.48%
	Pell Status - Pell Recipient	56	8.93	DS	DS	46	82.14%	36	64.29%	18	32.14%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	83	9.69	8	9.64%	72	86.75%	55	66.27%	27	32.53%
	Total (ALL)	85	9.66	8	9.41%	74	87.06%	57	67.06%	28	32.94%
Total		4,853	17.05	1,323	27.26%	4,084	84.15%	3,119	64.27%	1,021	21.04%
Source of Data: ICCB Centralized Data System											

Illinois Community College Board																		
Table B-4																		
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																		
Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model																		
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Traditional	Gender - Female	954	12.23	113	11.84%	705	73.90%	529	55.45%	270	28.30%	413	43.29%	49	5.14%	9.13	16.04%	51.05%
	Gender - Male	924	12.95	143	15.48%	677	73.27%	513	55.52%	210	22.73%	338	36.58%	62	6.71%	9.64	17.32%	46.86%
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	-----	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	85	12.24	10	11.76%	73	85.88%	63	74.12%	23	27.06%	44	51.76%	7	8.24%	12.65	18.82%	63.53%
	Race/Ethnicity - Black or African American	374	9.37	27	7.22%	244	65.24%	151	40.37%	64	17.11%	111	29.68%	12	3.21%	6.40	8.29%	41.44%
	Race/Ethnicity - Hispanic/Latino	669	11.63	61	9.12%	484	72.35%	384	57.40%	186	27.80%	277	41.41%	32	4.78%	8.75	14.95%	49.03%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	21	14.90	DS	DS	19	90.48%	14	66.67%	8	38.10%	14	66.67%	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	46	9.71	DS	DS	33	71.74%	20	43.48%	DS	DS	9	19.57%	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	48	13.20	8	16.67%	38	79.17%	26	54.17%	10	20.83%	16	33.33%	DS	DS	DS	DS	DS
	Race/Ethnicity - White	630	15.60	145	23.02%	487	77.30%	381	60.48%	182	28.89%	277	43.97%	53	8.41%	11.46	23.33%	52.22%
	Pell Status - Not a Pell Recipient	792	13.17	122	15.40%	573	72.35%	466	58.84%	225	28.41%	342	43.18%	46	5.81%	10.08	18.94%	53.03%
	Pell Status - Pell Recipient	1,086	12.16	134	12.34%	809	74.49%	576	53.04%	255	23.48%	409	37.66%	65	5.99%	8.88	15.01%	46.04%
	Age Group - 25 and Older	111	13.18	20	18.02%	84	75.68%	52	46.85%	35	31.53%	54	48.65%	12	10.81%	8.80	17.12%	49.55%
	Age Group - Under 25	1,767	12.55	236	13.36%	1,298	73.46%	990	56.03%	445	25.18%	697	39.45%	99	5.60%	9.42	16.64%	48.95%
	Total (ALL)	1,878	12.58	256	13.63%	1,382	73.59%	1,042	55.48%	480	25.56%	751	39.99%	111	5.91%	9.38	16.67%	48.99%
Co-Requisite	Gender - Female	939	17.11	212	22.58%	797	84.88%	594	63.26%	648	69.01%	694	73.91%	94	10.01%	11.98	24.39%	59.21%
	Gender - Male	750	16.39	168	22.40%	600	80.00%	448	59.73%	463	61.73%	492	65.60%	44	5.87%	11.03	18.53%	48.93%
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	81	19.82	23	28.40%	78	96.30%	68	83.95%	64	79.01%	71	87.65%	8	9.88%	16.15	24.69%	76.54%
	Race/Ethnicity - Black or African American	274	14.51	45	16.42%	212	77.37%	137	50.00%	155	56.57%	169	61.68%	22	8.03%	9.91	16.79%	51.09%
	Race/Ethnicity - Hispanic/Latino	785	15.84	140	17.83%	650	82.80%	483	61.53%	543	69.17%	568	72.36%	57	7.26%	10.65	21.15%	51.46%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	21	21.52	9	42.86%	20	95.24%	15	71.43%	16	76.19%	18	85.71%	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	44	16.74	10	22.73%	36	81.82%	25	56.82%	26	59.09%	26	59.09%	7	15.91%	10.89	25.00%	45.45%
	Race/Ethnicity - Unknown	28	18.07	8	28.57%	27	96.43%	19	67.86%	18	64.29%	20	71.43%	DS	DS	DS	DS	DS
	Race/Ethnicity - White	453	18.96	145	32.01%	371	81.90%	292	64.46%	287	63.36%	311	68.65%	42	9.27%	13.02	24.94%	58.06%
	Pell Status - Not a Pell Recipient	670	17.45	172	25.67%	545	81.34%	437	65.22%	456	68.06%	481	71.79%	57	8.51%	12.60	24.18%	56.72%
	Pell Status - Pell Recipient	1,021	16.38	210	20.57%	854	83.64%	607	59.45%	656	64.25%	706	69.15%	82	8.03%	10.91	20.27%	53.38%
	Age Group - 25 and Older	82	19.03	23	28.05%	71	86.59%	53	64.63%	60	73.17%	63	76.83%	13	15.85%	12.43	21.95%	57.32%
	Age Group - Under 25	1,609	16.69	359	22.31%	1,328	82.54%	991	61.59%	1,052	65.38%	1,124	69.86%	126	7.83%	11.54	21.81%	54.57%
	Total (ALL)	1,691	16.80	382	22.59%	1,399	82.73%	1,044	61.74%	1,112	65.76%	1,187	70.20%	139	8.22%	11.58	21.82%	54.70%



Illinois Community College Board																		
Table B-4																		
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																		
Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model																		
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Compressed	Gender - Female	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	7	12.14	0	0.00%	7	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - White	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Age Group - Under 25	10	10.20	0	0.00%	9	90.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Total (ALL)	10	10.20	0	0.00%	9	90.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
Modularized	Gender - Female	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Black or African American	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - White	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----

Illinois Community College Board																		
Table B-4																		
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																		
Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model																		
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Emporium	Gender - Female	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Gender - Male	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Black or African American	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Hispanic/Latino	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - White	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Pell Status - Not a Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Pell Status - Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Age Group - Under 25	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Total (ALL)	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
Other	Gender - Female	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	7	1.71	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Black or African American	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Race/Ethnicity - White	7	1.71	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	6	2.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	7	0.00	0	0.00%	6	85.71%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----	-----	-----
	Age Group - Under 25	13	0.92	0	0.00%	9	69.23%	7	53.85%	7	53.85%	7	53.85%	DS	DS	DS	DS	DS
	Total (ALL)	13	0.92	0	0.00%	9	69.23%	7	53.85%	7	53.85%	7	53.85%	DS	DS	DS	DS	DS
Total		3,592	14.52	638	17.76%	2,799	77.92%	2,098	58.41%	1,600	44.54%	1,948	54.23%	252	7.02%	10.44	19.10%	51.67%

Source of Data: ICCB Centralized Data System

Illinois Community College Board																
Table B-5																
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort																
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Traditional	Gender - Female	892	12.11	97	10.87%	684	76.68%	482	54.04%	197	22.09%	338	37.89%	54	6.05%	8.79
	Gender - Male	997	12.19	145	14.54%	729	73.12%	535	53.66%	179	17.95%	333	33.40%	54	5.42%	9.55
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	87	11.41	9	10.34%	70	80.46%	66	75.86%	23	26.44%	39	44.83%	DS	3.45%	10.91
	Race/Ethnicity - Black or African American	359	9.51	26	7.24%	242	67.41%	140	39.00%	49	13.65%	89	24.79%	9	2.51%	5.93
	Race/Ethnicity - Hispanic/Latino	755	10.77	58	7.68%	551	72.98%	404	53.51%	144	19.07%	269	35.63%	33	4.37%	8.27
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	40	12.93	DS	DS	37	92.50%	30	75.00%	12	30.00%	22	55.00%	DS	DS	DS
	Race/Ethnicity - Two or more races	57	10.87	7	12.28%	39	68.42%	23	40.35%	10	17.54%	16	28.07%	DS	DS	DS
	Race/Ethnicity - Unknown	48	13.10	DS	DS	41	85.42%	30	62.50%	11	22.92%	23	47.92%	DS	DS	DS
	Race/Ethnicity - White	535	16.04	132	24.67%	428	80.00%	321	60.00%	126	23.55%	210	39.25%	55	10.28%	11.94
	Pell Status - Not a Pell Recipient	732	13.29	133	18.17%	543	74.18%	426	58.20%	175	23.91%	280	38.25%	55	7.51%	10.41
	Pell Status - Pell Recipient	1,157	11.44	109	9.42%	870	75.19%	591	51.08%	201	17.37%	391	33.79%	53	4.58%	8.42
	Age Group - 25 and Older	127	11.48	12	9.45%	91	71.65%	69	54.33%	31	24.41%	48	37.80%	10	7.87%	9.09
	Age Group - Under 25	1,762	12.20	230	13.05%	1,322	75.03%	948	53.80%	345	19.58%	623	35.36%	98	5.56%	9.20
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	1,889	12.15	242	12.81%	1,413	74.80%	1,017	53.84%	376	19.90%	671	35.52%	108	5.72%	9.19
Co-Requisite	Gender - Female	962	16.17	201	20.89%	809	84.10%	599	62.27%	657	68.30%	710	73.80%	74	7.69%	11.29
	Gender - Male	885	16.29	203	22.94%	728	82.26%	568	64.18%	545	61.58%	590	66.67%	82	9.27%	12.24
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	101	19.31	31	30.69%	95	94.06%	72	71.29%	71	70.30%	78	77.23%	7	6.93%	16.51
	Race/Ethnicity - Black or African American	291	14.97	58	19.93%	239	82.13%	156	53.61%	188	64.60%	196	67.35%	16	5.50%	9.98
	Race/Ethnicity - Hispanic/Latino	899	14.96	138	15.35%	739	82.20%	578	64.29%	573	63.74%	626	69.63%	61	6.79%	10.43
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	34	19.94	16	47.06%	31	91.18%	24	70.59%	29	85.29%	29	85.29%	DS	DS	DS
	Race/Ethnicity - Two or more races	37	12.46	DS	DS	28	75.68%	17	45.95%	17	45.95%	19	51.35%	0	0.00%	8.54
	Race/Ethnicity - Unknown	38	18.59	12	31.58%	34	89.47%	26	68.42%	29	76.32%	31	81.58%	6	15.79%	15.24
	Race/Ethnicity - White	445	18.73	143	32.13%	369	82.92%	292	65.62%	294	66.07%	320	71.91%	62	13.93%	14.03
	Pell Status - Not a Pell Recipient	725	17.02	181	24.97%	606	83.59%	473	65.24%	489	67.45%	527	72.69%	76	10.48%	13.16
	Pell Status - Pell Recipient	1,122	15.72	223	19.88%	931	82.98%	694	61.85%	713	63.55%	773	68.89%	80	7.13%	10.83
	Age Group - 25 and Older	86	16.90	20	23.26%	70	81.40%	50	58.14%	64	74.42%	66	76.74%	11	12.79%	12.21
	Age Group - Under 25	1,760	16.20	384	21.82%	1,466	83.30%	1,117	63.47%	1,137	64.60%	1,233	70.06%	145	8.24%	11.73
	Age Group - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Total (ALL)	1,847	16.23	404	21.87%	1,537	83.22%	1,167	63.18%	1,202	65.08%	1,300	70.38%	156	8.45%	11.75

Illinois Community College Board																
Table B-5																
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort																
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Compressed	Gender - Female	15	9.47	DS	DS	7	46.67%	7	46.67%	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	21	13.57	DS	DS	17	80.95%	14	66.67%	DS	DS	9	42.86%	DS	DS	DS
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	8	7.25	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	13	12.54	DS	DS	10	76.92%	10	76.92%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	11	15.55	DS	DS	8	72.73%	7	63.64%	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	18	12.56	DS	DS	13	72.22%	12	66.67%	DS	DS	6	33.33%	DS	DS	DS
	Pell Status - Pell Recipient	18	11.17	DS	DS	11	61.11%	9	50.00%	DS	DS	DS	DS	DS	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	34	12.18	DS	DS	24	70.59%	21	61.76%	7	20.59%	11	32.35%	DS	DS	DS
	Age Group - Unknown	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Total (ALL)	36	11.86	DS	DS	24	66.67%	21	58.33%	7	19.44%	11	30.56%	DS	DS	DS
Modularized	Gender - Female	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Black or African American	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - White	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Age Group - Unknown	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----

Illinois Community College Board																
Table B-5																
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort																
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Emporium	Gender - Female	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Gender - Male	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Black or African American	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Hispanic/Latino	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - White	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Pell Status - Not a Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Pell Status - Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Under 25	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
Other	Gender - Female	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	7	0.43	0	0.00%	7	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Black or African American	7	0.43	0	0.00%	7	100.00%	DS	DS	6	85.71%	6	85.71%	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	9	0.67	0	0.00%	9	100.00%	DS	DS	7	77.78%	7	77.78%	0	0.00%	16.56
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Under 25	11	0.55	0	0.00%	11	100.00%	DS	DS	9	81.82%	9	81.82%	0	0.00%	19.09
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	11	0.55	0	0.00%	11	100.00%	DS	DS	9	81.82%	9	81.82%	0	0.00%	19.09
Total		3,783	14.11	650	17.18%	2,985	78.91%	2,210	58.42%	1,594	42.14%	1,991	52.63%	267	7.06%	10.47
Source of Data: ICCB Centralized Data System																

Illinois Community College Board											
Table B-6											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Traditional	Gender - Female	791	12.54	113	14.29%	602	76.11%	444	56.13%	197	24.91%
	Gender - Male	880	12.66	133	15.11%	678	77.05%	446	50.68%	159	18.07%
	Gender - Another Gender	13	20.23	7	53.85%	10	76.92%	7	53.85%	6	46.15%
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	11	13.50	DS	DS	9	81.82%	6	54.55%	DS	DS
	Race/Ethnicity - Asian	72	10.83	7	9.72%	65	90.28%	56	77.78%	20	27.78%
	Race/Ethnicity - Black or African American	306	10.33	26	8.50%	218	71.24%	132	43.14%	47	15.36%
	Race/Ethnicity - Hispanic/Latino	702	10.60	58	8.26%	519	73.93%	360	51.28%	122	17.38%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	63	17.60	19	30.16%	58	92.06%	42	66.67%	24	38.10%
	Race/Ethnicity - Two or more races	54	10.94	6	11.11%	38	70.37%	21	38.89%	11	20.37%
	Race/Ethnicity - Unknown	30	15.48	11	36.67%	27	90.00%	17	56.67%	10	33.33%
	Race/Ethnicity - White	447	17.08	124	27.74%	357	79.87%	264	59.06%	126	28.19%
	Pell Status - Not a Pell Recipient	633	13.63	122	19.27%	488	77.09%	360	56.87%	154	24.33%
	Pell Status - Pell Recipient	1,052	12.08	131	12.45%	803	76.33%	538	51.14%	208	19.77%
	Age Group - 25 and Older	101	11.43	12	11.88%	71	70.30%	57	56.44%	24	23.76%
	Age Group - Under 25	1,582	12.72	240	15.17%	1,218	76.99%	839	53.03%	337	21.30%
	Age Group - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Total (ALL)	1,685	12.66	253	15.01%	1,291	76.62%	898	53.29%	362	21.48%
Co-Requisite	Gender - Female	989	16.81	229	23.15%	828	83.72%	613	61.98%	599	60.57%
	Gender - Male	1,035	16.82	258	24.93%	884	85.41%	664	64.15%	607	58.65%
	Gender - Another Gender	9	14.06	DS	DS	6	66.67%	DS	DS	8	88.89%
	Gender - Not Reported	6	11.67	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	6	16.83	0	0.00%	6	100.00%	DS	DS	DS	DS
	Race/Ethnicity - Asian	83	20.57	35	42.17%	73	87.95%	66	79.52%	58	69.88%
	Race/Ethnicity - Black or African American	346	15.47	66	19.08%	278	80.35%	180	52.02%	189	54.62%
	Race/Ethnicity - Hispanic/Latino	977	15.52	177	18.12%	817	83.62%	616	63.05%	555	56.81%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	40	23.03	19	47.50%	38	95.00%	32	80.00%	36	90.00%
	Race/Ethnicity - Two or more races	63	17.52	14	22.22%	55	87.30%	47	74.60%	37	58.73%
	Race/Ethnicity - Unknown	39	16.33	11	28.21%	33	84.62%	25	64.10%	23	58.97%
	Race/Ethnicity - White	481	19.12	167	34.72%	421	87.53%	312	64.86%	312	64.86%
	Pell Status - Not a Pell Recipient	787	17.88	234	29.73%	658	83.61%	527	66.96%	503	63.91%
	Pell Status - Pell Recipient	1,252	16.09	255	20.37%	1,065	85.06%	757	60.46%	713	56.95%
	Age Group - 25 and Older	95	17.31	27	28.42%	80	84.21%	53	55.79%	71	74.74%
	Age Group - Under 25	1,944	16.76	462	23.77%	1,643	84.52%	1,231	63.32%	1,145	58.90%
	Total (ALL)	2,039	16.79	489	23.98%	1,723	84.50%	1,284	62.97%	1,216	59.64%

Illinois Community College Board											
Table B-6											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Compressed	Gender - Female	19	10.18	DS	DS	10	52.63%	11	57.89%	DS	DS
	Gender - Male	16	11.75	0	0.00%	13	81.25%	9	56.25%	0	0.00%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	9	6.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	12	10.79	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	9	15.33	0	0.00%	9	100.00%	8	88.89%	DS	DS
	Pell Status - Not a Pell Recipient	20	11.23	DS	DS	13	65.00%	12	60.00%	DS	DS
	Pell Status - Pell Recipient	15	10.47	0	0.00%	10	66.67%	8	53.33%	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	33	10.71	DS	DS	21	63.64%	18	54.55%	DS	DS
	Total (ALL)	35	10.90	DS	DS	23	65.71%	20	57.14%	DS	DS
Modularized	Gender - Female	0	----	0	----	0	----	0	----	0	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Black or African American	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	0	----	0	----	0	----	0	----	0	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----

Illinois Community College Board											
Table B-6											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Emporium	Gender - Female	0	----	0	----	0	----	0	----	0	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Black or African American	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	0	----	0	----	0	----	0	----	0	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----
Other	Gender - Female	7	0.00	0	0.00%	DS	DS	DS	DS	6	85.71%
	Gender - Male	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Black or African American	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	8	0.00	0	0.00%	DS	DS	DS	DS	7	87.50%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	11	0.00	0	0.00%	7	63.64%	DS	DS	10	90.91%
	Total (ALL)	12	0.00	0	0.00%	7	58.33%	DS	DS	10	83.33%
Total		3,771	14.83	743	19.70%	3,044	80.72%	2,206	58.50%	1,593	42.24%
Source of Data: ICCB Centralized Data System											



Illinois Community College Board

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

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

Public Act 103-940, approved August 8, 2024, makes statutory changes to codify the creation of ICCB Advisory Organizations. These legislative changes necessitate 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.

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

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

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

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

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section	
1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training
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
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
1501.605	Project Changes (Repealed)
1501.606	Progress Reports (Repealed)
1501.607	Reporting Requirements
1501.608	Approval of Projects from 110 ILCS 805/3-20.3.01

- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

#### SUBPART G: STATE COMMUNITY COLLEGE

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

#### SUBPART H: PERSONNEL

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

- 1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

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

effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 202; 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 49 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

## SUBPART E: FINANCE

### Section 1501.102 Standing Advisory Organizations ~~Groups~~

- 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 ~~Independent organizations~~ may be considered by the ICCB to be advisory upon adoption of a resolution by petition to the State Board. ~~Independent organizations so recognized by the ICCB as "advisory" will have the opportunity to bring matters before the ICCB during a regular ICCB meeting and will have an opportunity to provide advice to the ICCB on proposed rule and policy adoptions and matters of interest to community colleges.~~ An advisory organization may have its recognition status withdrawn by action of the ICCB or by request of the organization. ~~Advisory organization recognition may be granted by the ICCB at the request of an organization that meets the following criteria:~~
- ~~1)The organization exists independently of ICCB and any individual college;2)A primary purpose of the organization is to deal with matters of systemwide importance; and 3)Representatives of Illinois community college districts are included as voting members of the organization.~~
- 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.
- ~~b~~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.

ee) 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 ~~shall~~may be given at regular ICCB meetings

ef) 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).

eg) 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.

fh) 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 49 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 49 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:

- 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~~ Annual Native American Employment Plan Survey (see Section 1501.308(b))

Item #12.5  
June 6, 2025

- |                                    |   |
|------------------------------------|---|
| February 15                        | • spring semester (2 <sup>nd</sup> term) enrollment survey (see Section 1501.406(b))  |
| <del>March 1</del>                 | <del>• annual Underrepresented Groups Report (see Section 1501.406(e))</del>  |
| March 31                           | • policies for the award of academic credit for prior learning (see Section 1501.311(a))  |
| <del>June 15</del>                 | <del>• annual faculty and staff salary and benefits data (see Section 1501.308(a))</del>  |
| -                                  | -   |
| July 15                            | • <a href="#">annual faculty and staff salary and benefits data (see Section 1501.308(a))</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))   |
|                                    | • <a href="#">facilities</a> <del>Facilities</del> data (see Section 1501.607)  |
| <del>September 1</del>             | <del>• budget and tax survey (see Section 1501.510(e))</del>  |
| <a href="#">September 1</a>        | • 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))  |
|                                    | • <a href="#">budget and tax survey (see Section 1501.510(c))</a>   |
| October 1                          | • fall semester enrollment data (see Section 1501.406(a))   |
|                                    | • fall semester enrollment survey (see Section 1501.406(b))   |
| <a href="#">October 15</a>         | • <a href="#">annual student parent data and child care center information (see Section 1501.406(h))</a>                              |
| <del>October 15</del>              | • 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)) |
|                                    | • <a href="#">certificate of credit hour claims (see section 1501.510(f))</a>   |
| 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))  |
|                                    | • 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 49 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 49 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~~e)~~ ~~An annual report on underrepresented groups submitted on or before March 1.~~ **An annual report on**
- 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 49 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 chargeback-verification~~ 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 49 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 49 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 1501.603 State-Funded Capital Projects**

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

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- B) Emergency repairs (including construction defects/deficiencies);
  - C) Energy conservation; and
  - D) Programmatic changes.
- 6) Site Improvements.
- A) Clearance;
  - B) Drainage;
  - C) Earth movement;
  - D) Finish grading, seeding, landscaping;
  - E) Other work required to make land usable as a building site;
  - F) Parking; and
  - G) Streets and walkways.
- 7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.
- b) Application Criteria for New Construction Projects at the Primary Site. The acquisition of buildings/additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. In order for capital 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;

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- D) Cost of development of the site in relation to topography, soil condition and utilities;
  - E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost;
  - F) The number, location and characteristics (type of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered; and
  - G) The location of the site in relation to existing institutions of higher education.
- 4) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).
  - 5) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(1)(C) or a specific program need basis as specified in subsection (e)(1)(D).
  - 6) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.
- c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and 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

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- B) The programs offered have been approved by ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.
- 2) Copies of at least two appraisals of the property.
- 3) Proof that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not prevent the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into the total cost of procuring the facility.)
- 4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.
- 5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.
- e) Site Purchase. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.
- f) Utilities. Utilities projects (beyond a five-foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.
- g) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.
- 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).
- 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.
- 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:
      - 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 ~~an~~ [Directory of](#) Illinois Construction-

Related Statutes and Rules [Directory](#) that lists statutory requirements relative to State construction. CDB also maintains an [Illinois Municipal Code Directory.-  
~~List of Codes Used Throughout the State of Illinois by City or County.~~](#) Both resources are available on CDB's website (<https://cdb.illinois.gov/business/codes/buildingcodesregulations.html>). (~~<http://www.illinois.gov/cdb/business/codes/Pages/BuildingCodesRegulations.aspx>~~).

(Source: Amended at 49 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 49 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

# **Illinois Community College Board**

## **Fiscal Year 2026**

The seal of the State of Illinois is a circular emblem. It features an eagle with wings spread, perched on a rock. The eagle is facing left. The words "SEAL OF THE STATE OF ILLINOIS" are written around the top inner edge of the seal. The date "AUG. 26TH 1818" is written around the bottom inner edge. The word "NATIONAL" is written on a banner held by the eagle. The word "STATE" is written on a banner held by the eagle's tail. The word "1865" is written on a banner held by the eagle's tail.

# **FISCAL MANAGEMENT MANUAL**

**July 2025**

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

Illinois Community College Board

**FISCAL MANAGEMENT MANUAL**

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## INTRODUCTION

This *Fiscal Management Manual* shall be considered effective for fiscal year 2026 and subsequent years until essential changes are made. It provides guidance to college business officers regarding accounting codes, the appropriate use of funds, and Illinois Community College Board (ICCB) financial reporting requirements. This manual also serves as a handbook for external auditors.

Section I of this manual establishes the funds and codification system to be used by all Illinois public community colleges in reporting financial data to the ICCB.

Section II outlines ICCB and statutory requirements for financial reporting or financial transactions.

Section III serves as a handbook for community college external auditors auditing ICCB grants and other community college funds. Appendix C, which provides a recommended audit format, also is discussed in Section III.

## Section I

### FUND ACCOUNTING

The *Public Community College Act* establishes several funds for community college transactions. Each fund is composed of a series of self-balancing accounts. Moreover, community colleges are required to publicly present their financial information using these funds.

#### A. PRINCIPLES OF FINANCE FOR INTERNAL FINANCIAL RECORDS

1. IF LEGAL AND SOUND ACCOUNTING PROVISIONS CONFLICT, AUDITED FINANCIAL STATEMENTS MUST BE PREPARED FOLLOWING SOUND ACCOUNTING PROVISIONS. HOWEVER, SUPPLEMENTAL SCHEDULES USING THE LEGAL BASIS ALSO MUST BE PREPARED.

2. FUNDS MUST BE ESTABLISHED AS REQUIRED BY LAW.

A complete group of self-balancing accounts must be established for each fund. This group should include accounts necessary to set forth the financial position and the results of operations consistent with legal provisions. It also should meet the requirements of sound financial administration. The budget document and all public financial reports should be segregated using the funds or a subset of the funds defined in this manual.

3. ANNUAL INDEPENDENT AUDITS OF ALL FUNDS ARE REQUIRED BY LAW.

An audit of the financial statements, grants received from the ICCB, student enrollments, and other data used as a basis for distributing state financial support must be submitted to the ICCB each year. The independent licensed auditor is selected by and reports to the local board of trustees.

4. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING FOR REVENUES AND EXPENDITURE

Revenues, expenses, gains, losses, assets, and liabilities resulting from exchange and exchange like transactions should be recognized when the exchange takes place. Revenues, expenses, gains, losses, assets, and liabilities resulting from non-exchange transactions should be recognized in accordance with GASB statements 33 and 34.

5. THE ACCOUNTING SYSTEM SHOULD PROVIDE FOR A DOUBLE-ENTRY BASIS OF RECORDING WITHIN A GROUP OF SELF-BALANCING FUNDS.

Financial transactions should be recorded in terms of debits and credits in a general ledger from subsidiary books and/or records of original entry.

6. THE ACCOUNTING SYSTEM SHOULD PROVIDE FOR BUDGETARY CONTROL OF REVENUES AND EXPENDITURES WHICH ESTABLISH A DIRECT RELATIONSHIP BETWEEN THE FINANCIAL BUDGET AND ACCOUNTING REPORTS OF OPERATION.



For management control, obligations should be recorded on an encumbrance basis at the time commitments are made. Encumbrances remaining at year end should be included as a reservation of fund balance in the financial statements.

7. COST ACCOUNTING SYSTEMS SHOULD BE ESTABLISHED TO PROVIDE FOR THE RECORDING OF ALL ELEMENTS OF COST INCURRED BY COST CENTERS.

Cost centers are made up of activities which have cost characteristics identifiable with a single management responsibility.

8. COMMON TERMINOLOGY AND CLASSIFICATIONS SHOULD BE APPLIED CONSISTENTLY THROUGHOUT THE BUDGET, THE ACCOUNTS, FINANCIAL REPORTS, AND OTHER MANAGEMENT REPORTS.

Commonality of terms is essential to efficient analysis of the operation of an institution as complex as a community college. Data collected for various purposes should have as a basis the common definition of basic terms.

B. GASB AUDITED FINANCIAL STATEMENT PRESENTATION

An external audit presented in compliance with GASB33/34 reporting requirements will contain at minimum the following: 1) Management's Discussion and Analysis (MDA), 2) Statement of Net Assets, 3) Statement of Revenues, Expenses, and Changes in Fund Net Assets, 4) Statement of Cash Flows, 5) Notes to the Financial Statements, and Required Supplementary Information, if applicable. The financial statements are presented in a single fund presentation in the external audit therefore, internal financial records will need to be consolidated for external year-end audit reporting purposes.

C. CODIFICATION SYSTEM

The reporting structure presented in this manual provides a basis for rapid identification and summarization of financial data. The 13-digit reporting structure identifies financial data elements by fund, program, subprogram, type, object, subobject, and detailed subobject level. Detailed subobject codes offer the most precise classification, allowing institutions discretion to track financial activities in greater detail. These classifications will facilitate standardized reporting among all community college districts. Colleges shall use this reporting structure in submitting financial data.

The following chart summarizes the codification system:

<u>Code</u>	<u>Classification</u>
XX-0000-00000-00	Fund
00-XX00-00000-00	Program
00-00XX-00000-00	Subprogram
00-0000-X0000-00	Type
00-0000-0XX00-00	Object
00-0000-000XX-00	Subobject
00-0000-00000-XX	Detailed Subobject

1. Fund Codes and Descriptions01-0000-00000-00 EDUCATION FUND

The Education Fund is established by Section 3-1 of the *Public Community College Act*. The statutory maximum tax rate for the Education Fund is 75 cents per \$100 of equalized assessed valuation for community college districts in cities with less than 500,000 inhabitants.

For community college districts in cities having a population of at least 500,000, Section 7-18 of the *Public Community College Act* establishes an Education Fund with a statutory maximum tax rate of 17.5 cents per \$100 of equalized assessed valuation.

The Education Fund is used to account for the revenues and expenditures of the academic and service programs of the college. It includes the cost of instructional, administrative, and professional salaries; supplies and moveable equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational program of the college. (See Sections 3-20.3 and 7-18 of the *Public Community College Act*.)

The local board of trustees may make a determination within the budget for the distribution of unrestricted revenues other than local property taxes among the operating funds, i.e., the Education Fund, the Operations and Maintenance Fund, and the Public Building Commission Operation and Maintenance Fund.

02-0000-00000-00 OPERATIONS AND MAINTENANCE FUND

The Operations and Maintenance Fund for community college districts in cities with less than 500,000 inhabitants is established by Section 3-1 and Section 3-20.3 of the *Public Community College Act*. The statutory maximum tax rate is set at ten cents per \$100 of equalized assessed valuation and for community college districts in cities having a population of at least 500,000 is established by Section 7-18 of the *Public Community College Act*. The statutory maximum tax rate is set at five cents per \$100 of equalized assessed valuation.

This fund is used to account for expenditures for the improvement, maintenance, repair, or benefit of buildings and property, including the cost of interior decorating and the

installation, improvement, repair, replacement, and maintenance of building fixtures, rental of buildings and

property for community college purposes; payment of all premiums for insurance upon buildings and building fixtures. If approved by resolution of the local board, the payment of salaries of janitors, engineers, or other custodial employees; all costs of fuel, lights, gas, water, telephone service, custodial supplies, and equipment; and professional surveys of the condition of college buildings are allowed. (See Sections 3-20.3 and 7-18 of the *Public Community College Act*.)

For community college districts in cities having a population of at least 500,000, this fund is used to account for the construction, acquisition, repair, and improvement of community college buildings; procurement of community college lands, furniture,

fuel, libraries, and apparatus; building and architectural supplies; and the purchase, maintenance, repair, and replacement of fixtures generally used in community college buildings, including but not limited to heating and ventilating systems; mechanical equipment; seats and desks; blackboards; window shades and curtains; gymnasium, recreation, auditorium, and lunchroom equipment; and all expenses incident to each of these purposes. Further, if approved by resolution of the local board, the rental of buildings and property for community college purposes is allowable. (See Section 7-18 of the *Public Community College Act*.)

The local board of trustees of any district may make a determination within the budget for the distribution of unrestricted revenues other than local property taxes among the operating funds, i.e., the Education Fund, the Operations and Maintenance Fund, and the Public Building Commission Operation and Maintenance Fund.

#### 03-0000-00000-00      OPERATIONS AND MAINTENANCE FUND (RESTRICTED)

This fund is used to account for monies restricted for building purposes and site acquisition. It is suggested that protection, health, and safety levies; building bond proceeds; capital renewal grants; and accumulation monies restricted from the operations and maintenance levy for building purposes be accounted for in a series of self-balancing accounts in this fund. ICCB grants which should be accounted for in this fund include facilities improvement grants which may from time to time be appropriated to the ICCB on behalf of community colleges.

#### 04-0000-00000-00      BOND AND INTEREST FUND

The Bond and Interest Fund is established by Section 3A-1 of the *Public Community College Act*. This fund is used to account for payment of principal, interest, and related charges on any outstanding bonds.

Debt service for each bond issue must be accounted for separately using a group of self-balancing accounts within the fund.

#### 05-0000-00000-00      AUXILIARY ENTERPRISES FUND

The Auxiliary Enterprises Fund is established by Section 3-31.1 of the *Public Community College Act* and accounts for college services where a fee is charged to students/staff and the activity is intended to be self-supporting. Each enterprise/service should be accounted for separately using a group of self-balancing accounts within the

fund. Examples of accounts in this fund include food services, student stores, and intercollegiate athletics.

Only monies over which the institution has complete control should be included in this fund. Subsidies for auxiliary services by the Education Fund should be shown as transfers to the appropriate account.

#### 06-0000-00000-00      RESTRICTED PURPOSES FUND

The Restricted Purposes Fund is for the purpose of accounting for monies that have restrictions regarding their use. Each specific project should be accounted for separately using a complete group of self-balancing accounts within the Restricted

Purposes Fund. Care should be taken in establishing each group of self-balancing accounts so that the accounting and reporting requirements of the grantor are met. If the grantor provides an accounting manual, it should be followed for the group of self-balancing accounts. ICCB grants which should be accounted for in this fund include those found in the State Grant Financial Compliance Section III A 12 of this manual. Additionally, this fund should be used to account for other state, federal, or other funds which are restricted for a specific purpose.

#### 07-0000-00000-00      WORKING CASH FUND

The Working Cash Fund is established by Section 3-33.1 thru 3-33.6a of the *Public Community College Act*. This fund is first established without voter approval by resolution of the local board of trustees for the purpose of enabling the district to have on hand at all times sufficient cash to meet the demands for ordinary and necessary expenditures. Additional bonds may be issued, without voter approval, in an amount or amounts not to exceed in the aggregate 75 percent of the total tax extension from the authorized maximum rates for the Education Fund and the Operations and Maintenance Fund combined, plus 75 percent of last known corporate personal property replacement tax allocation.

This fund is used to account for the proceeds of working cash bonds. By making temporary transfers, the Working Cash Fund is used as a source of working capital by other funds. Such temporary transfers assist operating funds in meeting the demands for ordinary and necessary expenditures during periods of temporary low cash balances.

Payments for the principal or interest of working cash bonds should be made from the Bond and Interest Fund. (Section 3-33.1 through Section 3-33.6 of the *Public Community College Act* relate to various provisions for the Working Cash Fund.)

For purposes of GASB reporting in the annual external audit, the Working Cash Fund bond principal would be classified as Restricted- Expendable since procedures for the abolishment of this fund exist in 110 ILCS 805/3-33.6. and interest earned by the bond principal would be classified as Unrestricted since 110 ILCS 805/3-33.6. allows the earned interest to be transferred to the education or operation and maintenance funds with no restrictions and no requirement for repayment. Additionally, 110 ILCS 805/3-33.6a now allows for the partial abatement of the fund, providing further flexibility in its management and potential reduction.

#### 08-0000-00000-00      GENERAL FIXED ASSETS ACCOUNT GROUP

This group of accounts is be used to record the value of plant assets and is normally supported by detailed inventory records.

#### 09-0000-00000-00      GENERAL LONG-TERM DEBT ACCOUNT GROUP

This group of accounts is used to record long-term liabilities.

10-0000-00000-00 TRUST AND AGENCY FUND

The Trust and Agency Fund, established under Section 3-27c of the Public Community College Act, is specifically designed to receive and hold funds when the college serves as a custodian or fiscal agent for an external entity. While the Act outlines the creation of the fund, it is imperative that colleges not only adhere to the Act's provisions but also report the fund's activities in strict alignment with the principles set forth in GASB 84 (Governmental Accounting Standards Board Statement No. 84), which governs fiduciary activities including student clubs. Under this framework, the college holds these funds in an agency capacity, with no beneficial interest in them. However, if the district has to approve club expenditures, the club is reported in the auxiliary fund. Each agency's funds must be tracked through a distinct and self-balancing set of accounts or subfunds within the larger Trust and Agency Fund. For example, monies collected by college clubs must be separately accounted for within this structure, ensuring financial transparency and proper stewardship. The Trust and Agency Fund does not generate revenues, incur expenditures, or maintain fund balances, but functions solely as a conduit for managing these external funds. It is crucial that colleges implement reporting mechanisms to ensure compliance with GASB 84, guaranteeing that agency funds are not only properly administered but also accurately reflected in their financial statements.

11-0000-00000-00 AUDIT FUND

The Audit Fund is established by 50 ILCS 310/9 of Illinois Compiled Statutes for recording the payment of auditing expenses. The audit tax levy should be recorded in this fund, and monies in this fund only should be used for the payment of auditing expenses.

12-0000-00000-00 LIABILITY, PROTECTION, AND SETTLEMENT FUND

This fund is established pursuant to 745 ILCS 10/9-107 and 40 ILCS 5/21-110.1 of the Illinois Compiled Statutes. The tort liability and Medicare insurance/FICA tax levies should be recorded in this fund. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under 745 ILCS 10/9-107, for example, the payment of tort liability, unemployment, or worker's compensation insurance or claims, or 40 ILCS 5/21-110.1, i.e., the cost of participation in the federal Medicare/Social Security programs. Revenue and expenditures for each type of insurance coverage should be accounted for separately using a complete set of self-balancing accounts within the Liability, Protection, and Settlement Fund. Only the costs paid from levy funds should be accounted for in this fund.

13-0000-00000-00 BUILDING BOND PROCEEDS FUND

Proceeds from construction bonds issued pursuant to Sections 3A-1, 7-25, 7-26, and 7-27 of the *Public Community College Act* may be recorded in this fund. Revenues from each bond issue must be accounted for separately using a group of self-balancing accounts within the fund. Expenditures from this fund are governed by the district's building bond indenture(s). Proceeds from construction bonds may be recorded in the Operations and Maintenance Fund (Restricted).

**14-0000-00000-00 PUBLIC BUILDING COMMISSION RENTAL FUND**

The Public Building Commission Rental Fund is established by the Public Building Commission Act for utilizing public building commission financing. Monies in this fund should be used to pay any obligations incurred under a lease(s) with a public building commission. Each lease must be accounted for separately using a group of self-balancing accounts within this fund. The Public Building Commission Act was amended to exclude applicability to community colleges. Therefore, no new financing may be obtained but existing financing will continue to be accounted for in this fund.

**15-0000-00000-00 PUBLIC BUILDING COMMISSION OPERATIONS AND MAINTENANCE FUND**

The Public Building Commission Operations and Maintenance Fund is established, for districts in cities having a population of at least 500,000, by the Public Building Commission Act and utilizing public building commission financing. This fund should be used to record the cost of maintaining and operating the property of a public building commission as specified in agreements with the public building commission. Each agreement to operate and maintain property must be accounted for separately using a group of self-balancing accounts within this fund. The Public Building Commission Act was amended to exclude applicability to community colleges. Therefore, no new financing may be obtained but existing financing will continue to be accounted for in this fund.

2. Program and Subprogram Codes and Descriptions (expenditure accounts only; all other zero filled.)

**00-0000-00000-00 ASSETS, LIABILITIES, FUND BALANCE, REVENUES, EXPENDITURES, PROVISION FOR CONTINGENCY, AND INTERFUND TRANSFERS**

This program/subprogram code should be zero filled for all balance sheet, revenue, provision for contingency, and interfund transfer accounts.

**00-1000-00000-00 INSTRUCTION**

Instruction consists of those activities dealing directly with the teaching of students. It includes the activities of faculty in the baccalaureate-oriented/transfer, occupational-technical career, general studies, and remedial and ABE/ASE programs (associate degree credit and certificate credit). It includes expenditures for department

chairpersons, administrators, and support staff for whom instruction is an important role. It also includes all equipment, materials, supplies, and costs that are necessary to support the instructional program.

Instructional salaries ordinarily will be allocated among the subprograms (instructional area) according to teaching assignment. If this is not possible (or immaterial), instructional salaries should be reported under the subprogram (instructional area) that best reflects the employee's primary area of assignment.

00- <u>1010</u> -00000-00	Baccalaureate-Oriented Transfer
00- <u>1020</u> -00000-00	Business Occupational
00- <u>1030</u> -00000-00	Technical Occupational
00- <u>1040</u> -00000-00	Health Occupational
00- <u>1050</u> -00000-00	Remedial Studies
00- <u>1060</u> -00000-00	Adult Education and Family Literacy
00- <u>1070</u> -00000-00	General Studies
00- <u>1090</u> -00000-00	Other
<b>00-<u>2000</u>-00000-00</b>	<b>ACADEMIC SUPPORT</b>

This category includes activities designed to provide support services for the institution's primary missions of instruction, public service, and research. Academic support includes the operation of the library, educational media services, instructional materials center, and academic computing used in the learning process. Some other activities include tutoring, learning skills centers, and reading and writing centers, which can be reported in the "2090 Other" category. It also includes expenditures for all equipment, materials, supplies, and costs that are necessary to support this function.

00-2010-00000-00 2010 Library Center

Organized activities which directly support the operation of a catalogued or otherwise classified collection.

00-2020-00000-00 2020 Instructional Materials Center

Support activities providing audio/visual or other services utilized to provide instructional information, i.e., filmstrips, overheads, and projectors.

00-2030-00000-00 2030 Educational Media Services

Organized activities that aid in or support the transmission of instruction via electronic media, i.e., distance learning and (telecommunications). Faculty salary costs should not be included. Report under the appropriate instruction subprogram.

00-2040-00000-00 2040 Academic Computing Support

Organized activities that provide computing support of the institution's instruction, research and public service programs. Excluded from this category is administrative data processing which is classified as institutional support.

**00-2080-00000-00 2080 Academic Administration and Planning**

Activities specifically designed to provide administrative and management support to the academic programs. Included in this category are the expenditures of academic deans, but not the expenditures of department chairpersons (included under appropriate instructional area). Expenditures for course and curriculum development also are included in this category. Expenditures associated with the Chief Academic Office should be classified as Institutional Support/Executive Management.

**00-2090-00000-00 2090 Other****00-3000-00000-00 STUDENT SERVICES**

The student services function provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities. It includes all equipment, materials, supplies, and costs that are necessary to support this function.

**00-3010-00000-00 3010 Admissions and Records****00-3020-00000-00 3020 Counseling and Career Guidance**

Organized placement, career guidance and personal counseling services for students. It includes vocational testing and counseling services and activities of the placement office.

**00-3030-00000-00 3030 Student Health Service**

Includes expenditures for health services (unless operated as an Auxiliary Enterprise).

**00-3040-00000-00 3040 Financial Aid Administration**

Includes expenditures for financial aid services and assistance to students. Do not include direct grants to students which should be classified as scholarships.

**00-3060-00000-00 3060 Social and Cultural Development**

Organized activities that provide for students' social and cultural development outside the formal academic program. It includes activities primarily supported by college monies such as cultural events, student newspapers, student organizations, etc. Activities included in this category are not expected to be self-supporting. Student activities that are intended to be self-supporting should be reported in Auxiliary Services.

**00-3080-00000-00 3080 Administration**

Organized administrative activities that provide assistance and support to the needs of students. Includes special services provided for types of students (i.e., veterans, minorities, students with disabilities). Expenditures for the Chief Student Services



Officer may be included under Institutional Support/Executive Management if that position is designated as a top-level administrator, i.e., Vice President.

00-3090-00000-00 3090 Other

**00-4000-00000-00 PUBLIC SERVICE/CONTINUING EDUCATION**

Public service consists of noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community designed to be of service to the public.

00-4010-00000-00 4010 Community Education (Noncredit Instructional)

Instructional activities carried out that do not result in credit towards a degree or certificate.

00-4020-00000-00 4020 Customized Training (Instructional)

Includes workshops, conferences, and seminars designed to provide individually tailored instruction to individuals and groups external to the institution.

00-4030-00000-00 4030 Professional Development

Includes activities which provide more general development of individuals (i.e. Total Quality Management training, personal growth, etc.).

00-4040-00000-00 4040 Community Services (Non-instructional)

Includes expenditures for activities designed to provide general community services, excluding instruction. These activities make available institutional resources (i.e. use of college facilities for public activities, small business services, etc.).

00-4080-00000-00 4080 Administration

00-4090-00000-00 4090 Other

**00-5000-00000-00 ORGANIZED RESEARCH**

Organized research includes any separately budgeted research projects, other than institutional research projects that are included under institutional support, whether supported by the college or by an outside person or agency. It also includes all equipment, materials, supplies, and costs that are necessary to support this function.

**00-6000-00000-00 AUXILIARY SERVICES**

Auxiliary Services provides for the operation of the cafeteria, bookstore, student organizations, athletics, and other related activities. It also includes all equipment, materials, supplies, and costs that are necessary to support this function. Activities

included in Auxiliary Services should be self-supporting. Fund raising activities should be reported in the Institutional Support program/subprogram Community Relations 8030.

00-6010-00000-00 6010 Food Service

00-6020-00000-00 6020 Bookstore

00-6030-00000-00 6030 Child Care Center

00-6040-00000-00 6040 Intercollegiate Athletics

00-6050-00000-00 6050 Student Organizations

Includes activities primarily intended to furnish services to students for which a fee is charged. For example, a student health center is included (if operated as an Auxiliary Enterprise).

00-6080-00000-00 6080 Administration

00-6090-00000-00 6090 Other

#### **00-7000-00000-00      OPERATION AND MAINTENANCE OF PLANT**

Operation of plant consists of housekeeping activities necessary in order to keep the physical facilities open and ready for use. Maintenance of plant consists of those activities necessary to keep the grounds, buildings, and equipment operating efficiently. This function also provides for campus security and plant utilities, as well as equipment, materials, supplies, fire protection, property insurance, and other costs that are necessary to support this function.

00-7010-00000-00 7010 Maintenance

00-7020-00000-00 7020 Custodial

00-7030-00000-00 7030 Grounds

00-7040-00000-00 7040 Campus Security

00-7050-00000-00 7050 Transportation

00-7060-00000-00 7060 Plant Utilities

00-7080-00000-00 7080 Administration

00-7090-00000-00 7090 Other

#### **00-8000-00000-00      INSTITUTIONAL SUPPORT**

Institutional support includes expenditures for central executive-level activities and support services that benefit the entire institution. Examples include expenses for the

governing board, administrative data processing, fiscal operations, legal services, etc.

00-8010-00000-00 8010 Executive Management

All officers with college-wide responsibilities such as the president, chief academic officer, chief business officer, chief student affairs officer and chief development officer. The Chief student affairs officer may be classified as Student Services Administration depending on the scope of their institutional responsibilities. In some colleges, this position may not have authority over college-wide functions.

00-8020-00000-00 8020 Fiscal Operations

Includes accounting, bursar's office and internal auditing.

00-8030-00000-00 8030 Community Relations

Activities concerned with community and alumni relations, including fund raising (excluding auxiliary activities), marketing, and public relations.

00-8040-00000-00 8040 Administrative Support Services

Includes personnel, purchasing, shipping/receiving, etc.

00-8050-00000-00 8050 Board of Trustees

00-8060-00000-00 8060 General Institution

Includes legal services, general insurance, building remodeling, internet provider costs, and other items benefitting the institution.

00-8070-00000-00 8070 Institutional Research

00-8080-00000-00 8080 Administrative Data Processing

00-8090-00000-00 8090 Other

**00-9000-00000-00 SCHOLARSHIPS, STUDENT GRANTS, AND WAIVERS**

This category includes activities in the form of grants to students, prizes and awards, and aid to students in the form of state-mandated and institutional tuition and fee waivers. Employees/family tuition waivers are not included in this category.

00-9010-00000-00 9010 Scholarships/Grants

00-9020-00000-00 9020 Waivers

00-9030-0000-00 9030 Contractual Agreements

3. Type, Object, Subobject, and Detailed Subobject Codes and Descriptions**00-0000-10000-00 ASSETS****00-0000-11000-00 CASH**

Currency, coin, checks, money orders, and bankers' drafts on hand or on deposit with an official or agent designated as custodian of cash or in demand deposit accounts including N.O.W. accounts in banks. Includes petty cash funds, change funds, and other imprest cash funds.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>11010</u> -00	11010	Cash in Bank
00-0000- <u>11020</u> -00	11020	Imprest Fund
00-0000- <u>11030</u> -00	11030	Petty Cash
00-0000- <u>11030</u> -01	11030.01	President
00-0000- <u>11030</u> -02	11030.02	Business Office
00-0000- <u>11030</u> -03	11030.03	Library
00-0000- <u>11030</u> -04	11030.04	Instruction
00-0000- <u>11030</u> -05	11030.05	Student Affairs
00-0000- <u>11030</u> -06	11030.06	Bookstore
00-0000- <u>11030</u> -07	11030.07	Cafeteria
00-0000- <u>11030</u> -09	11030.09	Other Petty Cash
00-0000- <u>11040</u> -00	11040	Change Funds
00-0000- <u>11040</u> -01	11040.01	Business Office
00-0000- <u>11040</u> -02	11040.02	Bookstore
00-0000- <u>11040</u> -03	11040.03	Cafeteria
00-0000- <u>11040</u> -04	11040.04	Registration
00-0000- <u>11040</u> -05	11040.05	Tuition Refund
00-0000- <u>11090</u> -00	11090	Other Cash

**00-0000-12000-00 INVESTMENTS**

Securities or other property in which money is held, either temporarily or permanently, in expectation of obtaining revenue. Legal investments for community college district funds are governed by state statute.

00-0000-12010-00 12010 Securities issued by U.S. Government (U.S. Treasury bills, notes, bonds, and certificates)

00-0000-12020-00 12020 Time Deposits

00-0000-12030-00 12030 Short-term Obligations of U.S. Corporations

00-0000-12040-00 12040 Mutual Funds

00-0000-12050-00 12050 Illinois Public Treasurers Investment Pool

00-0000-12060-00 12060 Repurchase Agreements

00-0000-12090-00 12090 Other Investment

### 00-0000-13000-00 RECEIVABLES

Amounts owed by private persons, firms, governmental units, or others, except for interfund receivables.

00-0000-13010-00 13010 Taxes Receivable (Net)

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>13010</u> -01	13010.01	Taxes Rec. – (Previous Years)
00-0000- <u>13010</u> -98	13010.98	Allowance for Uncollectible Taxes
00-0000- <u>13010</u> -99	13010.99	Allowance for Uncollectible Tuition

00-0000-13020-00 13020 Governmental Claims Receivable

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>13020</u> -01	13020.01	Governmental Claims Receivable – Vocational Equipment
00-0000- <u>13020</u> -02	13020.02	Governmental Claims Receivable – Other

00-0000-13030-00 13030 Student Tuition Receivable (Net)

00-0000-13040-00 13040 Chargebacks Receivable

00-0000-13060-00 13060 Accounts Receivable

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>13060</u> -01	13060.01	Accounts Receivable – Travel Advances
00-0000- <u>13060</u> -02	13060.02	Accounts Receivable – Other Advances
00-0000- <u>13060</u> -03	13060.03	Book Purchase Fund
00-0000- <u>13090</u> -09	13060.09	Accounts Receivable – Miscellaneous

00-0000-13090-00 13090 Other Receivables

**00-0000-14000-00 ACCRUED REVENUE**

Revenue earned and not collected.

00-0000-14010-00 14010 Accrued Interest

00-0000-14020-00 14020 Accrued Tuition and Fees

00-0000-14030-00 14030 Accrued State Grants

00-0000-14030-01 14030.01 ICCB grants

00-0000-14030-02 14030.02 Other State Grants

00-0000-14040-00 14040 Accrued Federal Grants

00-0000-14090-00 14090 Other Accrued Revenue

**00-0000-15000-00 INTERFUND RECEIVABLES**

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>15010</u> -00	15010	Receivable from Education Fund
00-0000- <u>15020</u> -00	15020	Receivable from Operations and Maintenance
00-0000- <u>15030</u> -00	15030	Receivable from Operations and Maintenance Fund (Restricted)
00-0000- <u>15040</u> -00	15040	Receivable from Bond and Interest Fund
00-0000- <u>15050</u> -00	15050	Receivable from Auxiliary Enterprises Fund
00-0000- <u>15060</u> -00	15060	Receivable from Restricted Purposes Fund
00-0000- <u>15090</u> -00	15090	Receivable from Other Funds

**00-0000-16000-00 INVENTORY**

This category is used to account for the value of supplies or salable goods on hand. In proprietary funds, supplies are considered to be expended at the time they are removed from a stockroom or other storage area for distribution. In governmental funds, expenditures are recognized at the time of purchase.

00-0000-16010-00 16010 Stationery Stores

00-0000-16020-00 16020 Bookstore

00-0000-16030-00 16030 Cafeteria

00-0000-16090-00 16090 Other

**00-0000-17000-00      PREPAID EXPENDITURES AND DEFERRED CHARGES**

Prepaid expenditures are expenditures not fully chargeable to the fiscal period in which made; are spread over a short period of time; and are regularly recurring costs of operation, such as prepaid rent, prepaid interest, and unexpired insurance premiums. Deferred charges are expenditures not chargeable to the fiscal period in which payment is made but are chargeable to a future accounting period.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000-17100-00	17100	Prepaid Insurance
00-0000-17200-00	17200	Deposits
00-0000-17900-00	17900	Other Deferred Expenses

**00-0000-18000-00      FIXED ASSETS**

Land; site improvements; buildings; permanent improvements to buildings; machinery; furniture; and equipment which upon acquisition can be expected to have benefits lasting more than one fiscal period.

**00-0000-18010-00 18010 Land**

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000-18010-01	18010.01	Sites
00-0000-18010-02	18010.02	Site Improvements

**00-0000-18020-00 18020 Buildings**

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000-18020-01	18020.01	Buildings and Additions
00-0000-18020-02	18020.02	Building Improvements

**00-0000-18030-00 18030 Equipment**

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000-18030-01	18030.01	Equipment – Office
00-0000-18030-02	18030.02	Equipment – Instructional
00-0000-18030-03	18030.03	Equipment – Service

00-0000-18090-00 18090 Other Fixed Assets

00-0000-18900-00 18900 Accumulated Depreciation

### **00-0000-19000-00 OTHER ASSETS**

Owned economic resources which do not fit into specific asset categories.

### **00-0000-20000-00 LIABILITIES**

### **00-0000-21000-00 PAYROLL DEDUCTIONS PAYABLE**

Amounts deducted from employees' salaries or wages and owed for the accounts of the employees to private persons, firms, governmental units, or others.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>21010</u> -00	21010	Employees Retirement Contributions
00-0000- <u>21020</u> -00	21020	Withholding Tax – Federal
00-0000- <u>21030</u> -00	21030	Withholding Tax – State of Illinois
00-0000- <u>21040</u> -00	21040	Annuities
00-0000- <u>21050</u> -00	21050	Group Insurance
00-0000- <u>21060</u> -00	21060	Credit Union
00-0000- <u>21070</u> -00	21070	Medicate
00-0000- <u>21090</u> -00	21090	Other Payroll Deductions

### **00-0000-22000-00 CURRENT OBLIGATIONS PAYABLE**

All principal and interest of short-term obligations, including tax anticipation notes and warrants and the current portion of the principal and interest of long-term obligations.

00-0000-22010-00 22010 Tax Anticipation Warrants Payable

00-0000-22030-00 22030 Wage Warrants Payable

00-0000-22040-00 22040 Bonds Currently Payable

Principal and interest on bonds due during the current fiscal year but currently past due.

00-0000-22090-00 22090 Other Current Obligations

### **00-0000-23000-00 ACCOUNTS PAYABLE**

Amounts owed to private persons, firms, governmental units, or other current obligations payable, except interfund payables.



*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>23010</u> -00	23010	Accounts Payable Supplier
00-0000- <u>23090</u> -00	23090	Other Accounts Payable

#### **00-0000-24000-00      ACCRUED EXPENSE**

Expenses which have been incurred and have not been paid.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>24010</u> -00	24010	Accrued Salaries
00-0000- <u>24020</u> -00	24020	Accrued Tuition and Fees
00-0000- <u>24030</u> -00	24030	Accrued Interest
00-0000- <u>24040</u> -00	24040	Accrued Retailers' Occup. Tax
00-0000- <u>24090</u> -00	24090	Other Accrued Expenses

#### **00-0000-25000-00      INTERFUND PAYABLES**

Amounts owed by a fund to another fund.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>25010</u> -00	25010	Payable to Education Fund
00-0000- <u>25020</u> -00	25020	Payable to Operations and Maintenance Fund
00-0000- <u>25030</u> -00	25030	Payable to Operations and Maintenance Fund (Restricted)
00-0000- <u>25040</u> -00	25040	Payable to Bond & Interest Fund
00-0000- <u>25050</u> -00	25050	Payable to Auxiliary Enterprise Fund
00-0000- <u>25060</u> -00	25060	Payable to Restricted Purposes Fund
00-0000- <u>25070</u> -00	25070	Payable to Working Cash Fund
00-0000- <u>25090</u> -00	25090	Payable to Other Funds

#### **00-0000-27000-00      DEFERRED REVENUE**

Revenues applicable to a subsequent fiscal period (fiscal year for property taxes and terms for student tuition and fees) recognized as a deferred credit in the current fiscal period, not as current revenue. Any other significant deferred revenue also should be recorded into the appropriate fiscal period.

**00-0000-27010-00 27010 Tuition and Fees**

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>27010</u> -01	27010.01	Summer School Tuition and Fees
00-0000- <u>27010</u> -02	27010.02	Summer School Tuition and Fees – Refunds

**00-0000-27030-00 27030 Property Taxes****00-0000-27090-00 27090 Other Deferred Revenue****00-0000-28000-00      FIXED LIABILITIES**

Principal and interest of long-term obligations, including bonds, rentals, etc., not due during the current year.

**00-0000-28010-00 28010 Bonds Payable****00-0000-28090-00 28090 Other Fixed Liabilities****00-0000-29000-00      OTHER LIABILITIES**

Legal obligations which do not fit into specific liability categories.

**00-0000-29010-00 29010 Student Tuition****00-0000-29090-00 29090 Miscellaneous Liabilities****00-0000-30000-00      FUND BALANCE**

The amount by which the value of the assets of a fund exceeds the value of the liabilities of that fund.

**00-0900-31000-00      DESIGNATED FUND BALANCE**

A portion of the fund balance may be designated by Board resolution to fund anticipated expenditures.

**00-0000-32000-00      UNDESIGNATED FUND BALANCE**

If a portion of a fund balance is designated, the remaining amount of the fund balance shall be identified as undesignated.

**00-0000-34000-00      RETAINED EARNINGS****00-0000-40000-00      REVENUE SOURCE**

**00-0000-41000-00      LOCAL GOVERNMENTAL SOURCES**

Revenues from district taxes and from all governmental agencies below the state level.

**00-0000-41010-00 41010 Local Taxes**

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>41010</u> -01	41010.01	Current Taxes
00-0000- <u>41020</u> -02	41020	Back Taxes
00-0000- <u>41030</u> -00	41030	Payment in Lieu of Taxes

**00-0000-41035-00 41035 Corporate Personal Property Replacement Tax Revenue (CPPRT)****00-0000-41040-00 41040 Contractual Agreement Revenue****00-0000-41050-00 41050 Bond Proceeds****00-0000-41090-00 41090 Other Local Governmental Sources****00-0000-42000-00      STATE GOVERNMENTAL SOURCES**

State revenues from all state governmental agencies.

**00-0000-42010-00 42010 ICCB Awards and Grants****00-0000-42010-01 42010.01 Base Operating Grants - Includes all components of base grants, performance grant funding and small college grant funding****00-0000-42010-02 42010.02 Equalization Grants****00-0000-42010-04 42010.04 Initial Grant****00-0000-42010-09 42010.09 Special Initiative Grants - Grants not identified elsewhere in ICCB grant section and awarded on a competitive basis.****00-0000-42010-19 42010.19 Adult Education -State Basic Grants****00-0000-42010-21 42010.21 Adult Education -Performance Grants****00-0000-42010-30 42010.30 Career and Technical Education (CTE) Formula Grant****00-0000-42010-31 42010.31 CTE/Program Improvement Grant****00-0000-42010-98 42010.98 Additional Designated Grant**

00-0000-42010-99 42010.99 Other

00-0000-42020-00 42020 Department of Corrections

00-0000-42030-00 42030 Illinois State Board of Education

00-0000-42030-99 42030.99 Other ISBE Grants

00-0000-42040-00 42040.00 Department of Commerce and Economic Opportunity

00-0000-42050-00 42050 Department of Veterans Affairs

00-0000-42070-00 42070 Illinois Student Assistance Commission

00-0000-42080-00 42080.00 Department of Central Management Services

00-0000-42090-00 42090 Other Illinois Governmental Sources

### **00-0000-43000-00        FEDERAL GOVERNMENTAL SOURCES**

Federal revenues from all agencies of the federal government and pass-through agencies.

00-0000-43010-00 43010 Department of Education

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>43010</u> -01	43010.01	Direct
00-0000- <u>43010</u> -02	43010.02	Pass-through

00-0000-43020-00 43020 Department of Labor

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>43020</u> -01	43020.01	Direct
00-0000- <u>43020</u> -02	43020.02	Pass-through

00-0000-43030-00 43030 Department of Health and Human Services

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>43030</u> -01	43030.01	Direct
00-0000- <u>43030</u> -02	43030.02	Pass-through

**00-0000-43090-00 43090 Other Federal Governmental Sources**

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000-43090-01	43090.01	Direct
00-0000-43090-02	43090.02	Pass-through

**00-0000-44000-00 STUDENT TUITION AND FEES**

All tuition and fees (less refunds, remissions, and exemptions) assessed against students for educational and general purposes.

**00-0000-44010-00 44010 Tuition****00-0000-44010-01 44010.01 Resident****00-0000-44010-02 44010.02 Out-of-District****00-0000-44010-03 44010.03 Out-of-State****00-0000-44010-04 44010.04 International****00-0000-44010-99 44010.99 Other Tuition****00-0000-44020-00 44020 Student Fees****00-0000-44020-01 44020.01 Laboratory Fees****00-0000-44020-02 44020.02 Application Fees****00-0000-44020-03 44020.03 Course Fees****00-0000-44020-09 44020.09 Other Fees****00-0000-44030-00 44030 Student Activity Assessments****00-0000-44090-00 44090 Other Student Tuition and Fees****00-0000-45000-00 SALES AND SERVICE FEES**

All fees and charges for auxiliary enterprise sales; admissions charges; all sales and service charges; contract payment revenues for materials or services from private persons, firms, or other nongovernmental entities; and revenue received for providing customized training courses or workshops.

**00-0000-45010-00 45010 Food/Cafeteria****00-0000-45020-00 45020 Bookstore**

00-0000-45030-00 45030 Athletic Fees

00-0000-45040-00 45040 Public Service/Community Education/Customized Training

00-0000-45090-00 45090 Other Sales and Services

### **00-0000-46000-00 FACILITIES REVENUE**

Revenue from the use of college facilities.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>46010</u> -00	46010	Building Rentals
00-0000- <u>46020</u> -00	46020	Data Processing Rentals
00-0000- <u>46030</u> -00	46030	Equipment Rentals
00-0000- <u>46090</u> -00	46090	Other Facility and Land Rentals

### **00-0000-47000-00 INVESTMENT REVENUE**

Revenue from investments.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>47010</u> -00	47010	U.S. Treasury Bill Interest
00-0000- <u>47020</u> -00	47020	Time Deposits and NOW Accounts
00-0000- <u>47090</u> -00	47090	Other Interest

### **00-0000-48000-00 NONGOVERNMENTAL GIFTS, SCHOLARSHIPS, GRANTS, AND BEQUESTS**

Revenues from private persons, firms, foundations, or other nongovernmental entities in the form of restricted or unrestricted gifts, scholarships, bequests, or grants for specific projects.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>48010</u> -00	48010	Nongovernmental Gifts or Grants
00-0000- <u>48020</u> -00	48020	Bequests
00-0000- <u>48030</u> -00	48030	Income from Funds Held in Trust by Owners
00-0000- <u>48090</u> -00	48090	Other

**00-0000-49000-00 OTHER REVENUES**

Revenues which do not fit into specific revenue source categories.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>49010</u> -00	49010	Fines
00-0000- <u>49010</u> -01	49010.01	Parking Fines
00-0000- <u>49010</u> -02	49010.02	Other Fines
00-0000- <u>49020</u> -00	49020	Commissions
00-0000- <u>49030</u> -00	49030	Sale of Surplus Property
00-0000- <u>49090</u> -00	49090	Miscellaneous Revenue

**00-0000-50000-00 EXPENDITURES****00-0000-51000-00 SALARIES**

Salaries and wages paid to an employee, before any deductions, for personal services rendered to the community college district. Salaries should be charged to the program area that most accurately reflects the employee's area of responsibility. In the case of

instructional salaries, where an employee's responsibilities may be split among several instructional areas, the wages should be reported in the category that best reflects the employee's primary area of responsibility.

**00-0000-51010-00 51010 Administrative Staff**

Administrative staff are line officers of the college who manage, conduct, and administer programs, staff, and operations of the board of trustees. Administrators shall be defined by the local board of trustees. Examples include the president, vice presidents, deans, directors, managers, and the stipend and released time of the divisional chairpersons

**00-0000-51010-01 51010.01 Administrative staff – full-time****00-0000-51010-01 51010.02 Administrative staff – part-time****00-0000-51010-01 51010.03 Administrative staff – temporary****00-0000-51020-00 51020 Professional/Technical staff**

Professional/technical staff are personnel who do not directly support the process of teaching and whose support is not critical to the process of teaching. Such positions include data analysts, accountants, information technology professionals, engineers, internal auditors, etc.

**00-0000-51020-01 51020.01 Professional/technical staff – full-time****00-0000-51020-02 51020.02 Professional/technical staff – part-time**

00-0000-51020-03 51020.03 Professional/technical staff – temporary

00-0000-51020-04 51020.04 Professional/technical staff – overtime

00-0000-51030-00 51030 Teaching Faculty

Teaching faculty are individuals who spend more than one-half (50 percent) of their workload in the activity of teaching and providing instruction to students. A full-time workload will be defined by the local board of trustees. Note: The release time of divisional chairpersons should be included in 51010.

00-0000-51030-01 51030.01 Teaching faculty – full-time

00-0000-51030-02 51030.02 Teaching faculty – part-time

00-0000-51030-03 51030.03 Teaching faculty – temporary

00-0000-51030-04 51030.04 Teaching faculty – overload

Overload salaries are wages received for teaching additional classes beyond the full-time load as defined by contract or the local board of trustees. Temporary salaries would include substitute teachers.

00-0000-51040-00 51040 Supervisory Staff

Supervisory staff are individuals who have the duty, responsibility, or authority to recommend the employment, transfer, suspension, dismissal, promotion, assignment, reward, or discipline of other staff both full- and part-time.

00-0000-51040-01 51040.01 Supervisory staff – full-time

00-0000-51040-02 51040.02 Supervisory staff – part-time

00-0000-51040-03 51040.03 Supervisory staff – temporary

00-0000-51050-00 51050 Academic Support Staff

Academic support staff are individuals who exercise professional judgment and discretion and directly support the teaching and learning process. Individuals in this classification shall be limited to librarians and counselors unless other categories are authorized by the local board of trustees.

00-0000-51050-01 51050.01 Academic support – full-time

00-0000-51050-02 51050.02 Academic support – part-time

00-0000-51050-03 51050.03 Academic support – temporary

00-0000-51050-04 51050.04 Academic support – overload



**00-0000-51060-00 51060 Clerical Staff**

Clerical staff are employees who are engaged in the process of keeping records and processing information upon the direction and request of professional college staff. Examples include administrative assistants, office coordinators/specialists, and general office personnel.

**00-0000-51060-01 51060.01 Clerical – full-time****00-0000-51060-02 51060.02 Clerical – part-time****00-0000-51060-03 51060.03 Clerical – temporary****00-0000-51060-04 51060.04 Clerical – overtime****00-0000-51070-00 51070 Custodial/Maintenance**

Custodial/maintenance staff are employees who are engaged in cleaning and the maintenance/repair of college facilities, equipment, and grounds.

**00-0000-51070-01 51070.01 Custodial/maintenance – full-time****00-0000-51070-02 51070.02 Custodial/maintenance – part-time****00-0000-51070-03 51070.03 Custodial/maintenance – temporary****00-0000-51070-04 51070.04 Custodial/maintenance – overtime****00-0000-51080-00 51080 Student employees****00-0000-51090-00 51090 Other Salaries**

Staff not included in the previous categories.

**00-0000-52000-00       EMPLOYEE BENEFITS**

The cost of all employee benefits, including the portion of insurance paid for by the college (not including the portion withheld from the employee's wages when both the employee and the college contribute toward the benefit), sabbatical leave salaries, and any pension contributions paid by the community college district. Payments for self-insurance programs will be reported in the appropriate classification.

**00-0000-52010-00 52010 Group Medical and Life Insurance****00-0000-52010-01 52010.01 Medical****00-0000-52010-02 52010.02 Dental****00-0000-52010-03 52010.03 Vision****00-0000-52010-04 52010.04 Life**

00-0000-52010-05 52010.05 Long-term disability

00-0000-52020-00 52020 Workers Compensation Insurance

00-0000-52030-00 52030 Sabbatical Leave

00-0000-52040-00 52040 Unemployment Insurance

00-0000-52050-00 52050 Medicare

00-0000-52060-00 52060 FICA - Social Security

00-0000-52070-00 52070 Staff/Family Tuition Waivers

00-0000-52080-00 52080 Retirement Health Insurance

00-0000-52090-00 52090 Other Employee Benefits

00-0000-52999-00 52999 Allocated Employee Benefits

**00-0000-53000-00        CONTRACTUAL SERVICES**

Charges for services rendered by firms or persons not employed by the local board of trustees, including the following.

00-0000-53010-00 53010 Audit Services

Services rendered in providing the annual college audit.

00-0000-53020-00 53020 Consultants

Educational or administrative consultants employed for a specific task.

00-0000-53030-00 53030 Architectural Services

Architectural and engineering services.

00-0000-53040-00 53040 Maintenance Services

All repairs performed on a contractual basis, as well as any other contractual charges for the maintenance of college land, buildings, or equipment. Equipment service contracts are included.

00-0000-53050-00 53050 Legal Services

The college attorney and any other legal services.

00-0000-53060-00 53060 Office Services

Charges for temporary office services provided by outside agencies.

**00-0000-53080-00 53080 Instructional Service Contracts**

Expenditures for instructional services paid to external entities that generate local credit hours. These costs should be reported at the appropriate instructional subprogram level.

**00-0000-53090-00 53090 Other Contractual Services**

Any contractual services not covered above.

**00-0000-54000-00 GENERAL MATERIALS AND SUPPLIES**

Costs of all general materials and supplies, including the following.

**00-0000-54010-00 54010 Supplies****00-0000-54010-01 54010.01 Office Supplies**

Paper supplies, paper clips, wastebaskets, desk trays, ribbons, pencils, pens, erasers, staplers, desktop items, file folders, indexes, printing inks, cleaners, solvents, stapling and binding supplies, zip drives, batteries, break room supplies etc.

**00-0000-54010-02 54010.02 Instructional Supplies**

Supplies of a general nature used by the instructor in the teaching process, curriculum supplies for college exhibits, supplies for in-service training of instructors, student workbooks, music supplies, physical education supplies, paints, paint brushes, crayons, oils, cleaners, printing of classroom materials, guides and manuals, magazines and periodicals for classroom use, laboratory supplies such as chemicals, supplies for operation of equipment used in the instructional process, prepared slides, foods in home economics courses, technical and vocational supplies such as parts, bar stock metals, sheet metal, welding rods, wood, automotive supplies such as gas, oil, and grease, electrical wires, oils, cleaners, small tools, etc.

**00-0000-54010-03 54010.03 Library Supplies**

Library supplies and materials such as glue, paper stock, cording, cover stock, etc., which are necessary to bind books, newspapers, and periodicals for repair or storage purposes.

**00-0000-54010-04 54010.04 Maintenance Supplies**

Special supplies used by maintenance, custodial, heating plant, grounds, specialized academic areas, and security staff. This includes, but is not limited to, cleaning compounds, rags, waxes, mops, brooms, pails, small tools, seeds, chemicals, fertilizer, paint, rakes, and shovels.

**00-0000-54010-05 54010.05 Vehicle Supplies**

Gas, oil, grease, tires, tubes, and items necessary to maintain, repair, and operate equipment.

00-0000-54010-09 54010.09 Other Supplies

Includes things like athletic team uniforms, athletic equipment (basketballs/baseballs, etc.) and recruitment items (t-shirts, bags, mugs).

00-0000-54020-00 54020 Printing

Commercial printing and costs of duplication by the college printing department and/or external printing services.

00-0000-54040-00 54040 Materials00-0000-54040-01 54040.01 Audio/Visual Materials

Digital and analog materials supplemental to audio and/or visual portion of instruction, projectors, sound systems, on-line resources, recordable media, films, maps, charts, photographic and video cameras, photography accessories, audio recorders, editing hardware and software, and other materials to support teaching pedagogy.

00-0000-54040-02 54040.02 Computer Software Procured00-0000-54040-03 54040.03 Postage00-0000-54040-04 54040.04 Repair Materials and Supplies

Repair materials and supplies, including all material purchased and stored so that it is available for immediate use to make repairs to buildings, grounds, and equipment, such as parts for plumbing, electrical, heating and air conditioning equipment, and glass, lathing, bricks, plaster, tars, etc., for structural repairs.

00-0000-54050-00 54050 Books and Binding Costs

Cost, including freight, of library books and the cost of binding periodicals or repairing books by a commercial company.

00-0000-54060-00 54060 Publications and Dues

Publications such as newspapers, magazines, microfilms, other periodicals for general use in the college library, and publications of professional societies, and expenses related to institutional memberships in professional organizations paid for by the college, which may include subscriptions to magazines and periodicals of a professional nature or general interest to faculty and staff members.

00-0000-54070-00 54070 Advertising

Costs of disseminating information on college activities to the general public and to the students and staff, including newspaper, electronic, or periodical notices or advertisements, the advertising of all college events, and the costs of the general catalog of courses offered by the college.

00-0000-54080-00 54080 Purchases for Resale

The costs of items purchased for resale, such as food for the cafeteria and books and supplies for the bookstore.

00-0000-54090-00 54090 Other Materials and Supplies00-0000-54100-00 Computer Software Subscription Based Information Technology Arrangements (SBITA)**00-0000-55000-00 TRAVEL AND CONFERENCE/MEETING EXPENSE**00-0000-55010-00 55010 Conference/Meeting Expense

Conference registration fees, meeting room charges, food and other costs related to meetings held by college.

00-0000-55020-00 55020 Travel – In State

Gasoline costs, car and bus rental, plane, train, etc., for travel and transportation, and costs of meals and lodging while on travel status, to a destination within Illinois, related to college business/activities.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>55020</u> -01	55020.01	Instructional Staff
00-0000- <u>55020</u> -02	55020.02	Administrative Staff
00-0000- <u>55020</u> -03	55020.03	Other Personnel

00-0000-55030-00 55030 Travel – Out of State

Gasoline costs, car and bus rental, plane, train, etc., for travel and transportation, and cost of meals and lodging while on travel status, to a destination outside of Illinois, related to college business/activities.

*The following account descriptions are **recommended** additional accounting detail only. While these are not required for state-level reporting, they are provided as a convenience for the districts who maintain this level of information in their accounting system.*

00-0000- <u>55030</u> -01	55030.01	Instructional Staff
00-0000- <u>55030</u> -02	55030.02	Administrative Staff
00-0000- <u>55030</u> -03	55030.03	Other Personnel

00-0000-55040-00 55040 Recruitment

Recruiting, interview, and moving expenses associated with recruiting personnel. Costs associated with recruiting athletes.

**00-0000-55090-00 55090 Other Conference and Meeting Expenses**

Miscellaneous conference and meeting expenses not reported above such as student field trips.

**00-0000-56000-00        FIXED CHARGES**

Charges for rentals, debt principal and interest, and general insurance, including the following.

**00-0000-56010-00 56010 Rental—Facilities**

Rental of buildings or space.

**00-0000-56020-00 56020 Rental—Equipment**

Rental of educational equipment and rental of equipment used in support functions.

**00-0000-56030-00 56030 Debt Principal Retirement**

Retirement of bonded debts.

**00-0000-56040-00 56040 Interest**

Interest payment on short-term and bonded debts.

**00-0000-56050-00 56050 General Insurance**

Costs of general insurance and special insurance for events or special instructional classes.

**00-0000-56060-00 56060 Installment Payments for Lease/Purchase Agreements****00-0000-56070-00 56070 Property and Casualty Insurance****00-0000-56090-00 56090 Other Fixed Charges****00-0000-57000-00        UTILITIES**

This account provides for all utility costs necessary to operate the plant and for other ongoing services, including the following:

**00-0000-57010-00 57010 Gas****00-0000-57020-00 57020 Oil****00-0000-57030-00 57030 Electricity****00-0000-57040-00 57040 Water, Sewage****00-0000-57050-00 57050 Telephone**

00-0000-57060-00 57060 Telecommunications

Line charges associated with providing telecommunication courses/distance learning Cell phone or technology services for employees or students.

00-0000-57070-00 57070 Refuse Disposal00-0000-57090-00 57090. Other Utilities00-0000-58000-00 CAPITAL OUTLAY

Capital outlay includes all expenses associated with site acquisition or improvement, the expenditures for construction of new facilities, and costs for major repairs or renovations to existing facilities. Also included are expenditures for fixed and moveable equipment.

Capital outlay for all funds except proprietary funds should be recorded as an expenditure of the appropriate fund and as an asset of the General Fixed Assets AccountGroup.

The entry to the General Fixed Assets Account Group may be made annually. Also included are expenditures for fixed and moveable equipment.

00-0000-58010-00 58010 Site Acquisition

Capital outlay for sites, including appraisals, cost of the site, related legal expenses, relocation of present occupants, demolition costs, surveys, etc.

00-0000-58020-00 58020 Site Improvements

Capital outlay for site improvements and all incidental expenses. Site improvements include landscaping, access roads, parking lots, and sidewalks.

00-0000-58030-00 58030 New Buildings and Additions

Capital outlay for buildings purchased or new buildings or additions which actually add to existing floor space and increase structural volume of existing buildings.

00-0000-58040-00 58040 Building Remodeling

Capital outlay for remodeling that may be internal, external, or both, which results in actual structural changes or significant changes in the use of the space. Maintenance costs, such as painting or refurbishing of interior or exterior, are not capital outlay for building remodeling.

00-0000-58050-00 58050 Equipment – Office

Office equipment for all areas.

00-0000-58060-00 58060 Equipment – Instructional

Fixed or moveable equipment used primarily for education.

00-0000-58070-00 58070. Equipment – Service

Special equipment to be used by service departments, including but not limited to maintenance, custodial, heating plant, grounds, security, cafeteria, information technology, and bookstore equipment.

00-0000-58080-00 58080 Depreciation

The depreciated cost of capitalized equipment.

00-0000-58090-00 58090 Other Capital Outlay**00-0000-59000-00        OTHER EXPENDITURES**00-0000-59010-00 59010 Tuition Waivers00-0000-59010-01 59010.01 State-Mandated Waivers for Adult Education and Family Literacy00-0000-59010-02 59010.02 Other State-Mandated Waivers (i.e., senior citizens, veterans)00-0000-59010-03 59010.03 Institutional Waivers00-0000-59010-99 59010.99 Other Tuition Waivers

Tuition waivers not included in above categories.

00-0000-59020-00 59020 Student Grants, Scholarships, and Stipends.

Expenditures for student aid in the form of scholarships or prizes.

00-0000-59040-00 59040 Financial Charges and Adjustments

Expenditures or adjustments related to financial transactions which result in an expense to the college, such as inventory losses and write-offs because of obsolescence, write-offs of accounts receivable for uncollectible tuition, loans, etc., and differences between actual cash counts and computed or tabulated amounts which were to be collected, including differences in the auxiliary enterprises, student activities, tuition collections, and any other activity where the actual amounts, which should have been received, can be computed or recorded on a cash register or machine tape. Bond issuance costs should be reported in account code combination 59042.

00-0000-59042-00 59042 Bond Issuance Costs



**00-0000-59050-00 59050 Facilities Charges**

Cost of services provided to auxiliary enterprises; the same account is used to record the credit to the department providing the service.

**00-0000-59090-00 59090 Other (claims and settlements should be included.)****00-0000-60000-00 PROVISION FOR CONTINGENCY**

Budgetary appropriations that are set aside for unforeseen expenditures. The board of trustees must approve a budget adjustment by resolution to transfer from the Provision for Contingency budget account to the appropriate budget account in accordance with the Public Community College Act.

**00-0000-70000-00 INTERFUND TRANSFERS**

All interfund transactions except loans or advances, quasi-external transactions, and reimbursements are transfers.

**00-0000-71010-00 71010 Transfers to Other Funds (reduces fund balance)****00-0000-71020-00 71020 Operating Transfers to Other Funds (reduces fund balance)**

Transfers made to provide funds for the college's share of the intercollegiate athletics program, food service deficit, bookstore deficit, or other subsidies to the Auxiliary or Restricted Purposes Fund.

**00-0000-71030-00 71030 Residual Equity Transfers to Other Funds (reduces fund balance)**

Nonoperating transfers to other funds to close out a fund.

**00-0000-72010-00 72010 Transfers from Other Funds (increases fund balance)****00-0000-72020-00 72020 Operating Transfers from Other Funds (increases fund balance)****00-0000-72030-00 72030 Residual Equity Transfers from Other Funds (increases fund balance)**

## Section II

### FINANCIAL REPORTING AND FINANCIAL REQUIREMENTS

This section outlines ICCB financial reporting requirements and limitations on financial transactions by either statute or ICCB rule.

#### A. FINANCIAL REPORTING

Financial reporting requirements are summarized in Subpart E of ICCB System Rules Manual.

##### 1. ANNUAL BUDGET

The budget is a controlled plan to be used in implementing the philosophy and the objectives of the college. Its development should involve maximum participation and, therefore, the aims and objectives of the college should be reflected at each level.

Each local board of trustees must adopt a budget for each fiscal year within or before the first quarter of each fiscal year. Moreover, a tentative budget must be available for public inspection for at least 30 days, or ten days for community college districts in cities of over 500,000 inhabitants, prior to final adoption; and at least one public hearing must be held on the tentative budget.

It is anticipated that each district will develop an expanded operational budget that is more detailed than the budget required by the ICCB. Care should be taken that any budget adopted by the local board of trustees meets the requirements of Section 3-20.1 of the *Public Community College Act* for community college districts in cities with less than 500,000 inhabitants or Sections 7-8 through 7-16 for other community college districts.

The budget shall contain a statement of the cash on hand at the beginning of the fiscal year, an estimate of the cash expected to be received during such fiscal year from all sources, an estimate of the expenditures contemplated for such fiscal year, and a statement of the estimated cash expected to be on hand at the end of such year. The estimate of taxes to be received may be based upon the amount of actual cash receipts that may reasonably be expected by the district during such fiscal year, estimated from the experience of the district in prior years and with due regard for other circumstances that may substantially affect such receipts. (Section 3-20.1)

The budget shall set forth estimates, by classes, of all current assets and liabilities of each fund of the board as of the beginning of the fiscal year, and the amounts of those assets estimated to be available for appropriation in that year, either for expenditures or charges to be made or incurred during that year or for liabilities unpaid at the beginning thereof. Estimates of taxes to be received from the levies of prior years shall be net, after deducting amounts estimated to be sufficient to cover the loss and cost of collecting those taxes and also deferred collections thereof and abatements in the amount of those taxes extended or to be extended upon the collectors' books (Sections 7-9).

The local boards of trustees of community college districts in cities of less than 500,000 inhabitants may transfer among budgeted items in a fund, providing that all transfers do not exceed 10 percent of the total of such fund as set forth in the budget. The local board of trustees also may amend the budget by using the same procedure as the original adoption.

An electronic copy of the official district budget shall be filed with ICCB by October 15 of each year in the format prescribed by the ICCB. An electronic copy of amended budgets shall also be filed with ICCB within 30 days after their adoption. Colleges may develop a budget format for internal use that reflects their own individual organizational structures.

## 2. CERTIFICATE OF TAX LEVY

The language for the Certificate of Tax Levy suggested by the *Public Community College Act* is included as Appendix B3. This certificate must be filed with each county clerk on or before the last Tuesday in December. A copy of the certificate, along with each county clerk's verification of the levy, should be filed with the ICCB no later than January 31.

The community college district is also a taxing district under state law (35 ILCS 200). The community college district board determines the total amount of tax levy needed to fund its operations. The community college district certifies the total tax levy required for the year and submits it to the county clerks of all counties within the district. This amount is then divided among the counties based on their respective EAV percentages.

Each county's share of the levy is proportional to its contribution to the district's total EAV. The EAV is determined based on property assessments equalized at the state level to ensure uniformity. County clerks calculate the tax rate for properties in their respective counties based on:

- The levy requested by the district.
- The county's portion of the district's total EAV.

This ensures that taxpayers in wealthier counties with higher EAVs contribute a larger share to the levy. The distribution is not subject to direction or assignment by the community college district; they certify the amount needed and the equity tax would be a component of that levy. County Clerks and the EAV assure equitable distribution from that point.

Moreover, in compliance with 35 ILCS 200 18-60 and 18-85, when a district levies more than 105 percent of the previous year's tax extensions, the district must have at least one public hearing, which may not coincide with the hearing on the tentative budget. The notice must fulfill the following requirements:

The notice shall appear no more than 14 days nor less than 7 days prior to the date of the public hearing. The notice shall be no less than one eighth page in size, and the smallest type used shall be twelve point and shall be enclosed in a black border no less than 1/4 inch wide. The notice shall not be placed in that portion of the newspaper where legal notices and classified advertisements appear. The notice shall state in plain and simple language the

following information: (1) the legal name of the taxing district; (2) the commonly known name of the taxing district; (3) the amount of property taxes, exclusive of election costs, extended or estimated to be extended on behalf of the taxing district for the preceding year; (4) the amount of the proposed levy, exclusive of election costs, for the current year; (5) the percentage increase; and (6) the date, time and place of the public hearing concerning the proposed budget and the proposed levy increase. Such hearing may not coincide with the hearing on the proposed budget of the taxing district.

Any notice which includes information substantially in excess of that specified and required by this Act shall be an invalid notice. (Chapter 120, Section 866)

Additionally, an amended Certificate of Tax Levy may be filed within ten days of notification from the county clerk of the multiplier providing such multipliers will alter the amount of revenue received by the district.

A copy of the district's Certificate of Tax Levy shall be filed with the ICCB no later than January 31.

A referendum on a public policy matter, like property tax levies, would be decided by the voters in the district, not each individual county (which may be split between community college districts).

### 3. EXTERNAL AUDIT

Each district is required to submit its external audit to the ICCB by December 30 following the end of the fiscal year. Required schedules and recommended formats are detailed in Section III and Appendix C. Each district that expends \$750,000 or more in federal award funds in a fiscal year must also submit the annual audit to the Federal Audit Clearinghouse (as required by 2 CFR 200.512) and the state's Grantee Portal (GATA system) within 30 calendar days of receipt or 9 months after the end of the awardee's audit period (44 Ill Adm Code 7000.90). Districts expending less than \$750,000 in federal awards in a fiscal year should consult the rules for filing audits with the state and federal central collection points.

### 4. ANNUAL FINANCIAL REPORT

Pursuant to Section 3-22.2 of the *Public Community College Act*, each district is required to publish a financial statement at least once annually prior to December 30 in a newspaper of general circulation in the district, and a copy of this publication must be filed with the ICCB by January 15. The format for this statement suggested by the ICCB is found in Appendix B4.

### 5. COMMUNITY COLLEGE TREASURE'S BOND

Each community college treasurer must be bonded. A copy of each bond must be filed with the county clerk(s) and the ICCB. The suggested statutory language for each treasurer's bond is found at 110 ILCS 805/3-19.

## 6. REPORTING REQUIREMENTS (System Rule 1501.510)

The financial reporting required from each college is summarized in the System Rules at 1501.510. Items listed in this Section must be submitted in the format prescribed by ICCB and according to the schedules indicated. 1501.607 lists the reports required under the System's Capital Projects rules. In general, required reports can be found in the rules by searching "Reporting Requirements".

ICCB maintains a list of reports and submissions on its "Data Due" web site, which is found at <https://iccbdbsrv.iccb.org/datadue/index.cfm>. Many of the updates to this web site are done manually; please note that the site may show "Overdue" if the manual update has not been completed. When the update is done, the date received will show the correct date.

ICCB's Financial Compliance unit manages a SharePoint site to aid in the collection of the statutorily required reporting and documentation of receipt for compliance. The upload dates will be used to assist in updating the Data Due site. Users have upload, download, and view access. Deletions are only allowed by ICCB staff. To add or remove Users, follow the instructions below.

For data entry use, blank templates of all forms are available at the ICCB Financial Compliance SharePoint webpage titled, [!Forms for Financial Reporting](#). Should additional staff need access to the SharePoint site, please use the "CFO, CFO+, Facils, SharePoint, and Zoom Meeting Contacts" form to send a request. Please use this link (<https://forms.office.com/g/7rkPXxA698?origin=lprLink>) to access the form. Please do not forward the reporting links found on the site to individuals outside the college as no firewall restrictions apply to those "forms.office" links. They are open, publicly available links.

The templates for reporting are available on the site. The following reports will be uploaded by each college's authorized User(s) to the SharePoint site, preferably using the prescribed file name of "FYXX District # College Name Report Name." Please upload the report in the original format (do not convert Excel to PDF, etc.). Please do not password protect any of the files.

- Instructional Cost Report (Excel)
- Tax Revenue and Budget Survey (Excel)
- Tuition and Fees Survey (Excel)
- Uniform Financial Statements (Excel)
- External Audit (PDF)
- Fiscal Year Budget (PDF)
- Financial Statements & Notice of Publication (PDF)
- Certificate of Tax Levy (PDF)
- Annual Certification of Credit Hours (PDF)
- RAMP
- Annual Facility Data/Construction

Please direct any questions about this to [ICCB.Finance@illinois.gov](mailto:ICCB.Finance@illinois.gov).

## B. REQUIREMENTS FOR FINANCIAL TRANSACTIONS

The *Public Community College Act* and ICCB rules contain many financial requirements. Although several requirements are highlighted below, you are encouraged to review the *Public Community College Act* and ICCB rules.

### 1. PAYMENT OF ORDERS AND BILLS

The local boards of trustees of community college districts in cities of less than 500,000 inhabitants must approve payment of all bills showing to whom and for what purpose each payment is to be made and to what budgetary item each payment should be debited. The payment's purpose and budgetary line item can be shown by *Fiscal Management Manual* account codes. College staff should ensure that each item is properly charged to the correct account and that authority exists for such a transaction. For example, custodial salaries and utilities can be paid from the Operations and Maintenance Fund only upon resolution of the local board of trustees.

### 2. BIDDING POLICY

Section 3-27.1 of the *Public Community College Act* requires each district to let all contracts for supplies, materials, or work involving an expenditure in excess of \$25,000 to the lowest responsible bidder after due advertisement, excluding the exceptions which are listed in Section 3-27.1 of the Act. The local board may adopt a more restrictive bidding policy.

### 3. COLLEGE INVESTMENTS

Section 3-47 of the *Public Community College Act* and Sections 235/1 through 235/7 of the *Investment of the Public Funds Act* allow current operating funds, special funds, interest and sinking funds, and other funds belonging to or in the custody of a community college, including restricted and nonrestricted funds, to be invested. Section 235/2.5 specifically requires that the board adopt an investment policy which will address certain salient investment issues, and that policy shall be in writing, and implemented by January 1, 2000. This section summarizes only Section 235/2 (Authorized Investments) of the *Investment of Public Funds Act*. The college should refer to the Act for a complete listing of requirements and restrictions since it is the final authority on allowable investments. These college funds may be invested in the types of securities listed below.

- a. Bonds, notes, certificates of indebtedness, treasury bills, and other securities issued by the United States.
- b. Bonds, notes, debentures, or other similar obligations of the United States or its agencies and its instrumentalities.
- c. Interest-bearing savings accounts, interest-bearing certificates of deposit, or interest-bearing time deposits with a bank, or any other investment constituting direct obligations of any bank as defined by the Illinois Banking Act.

- d. Short-term obligations of U.S. corporations with assets exceeding \$500 million. (i.e. commercial paper). These obligations must be rated within the three highest classifications established by two or more standard rating services, the obligations must mature within 270 days, such purchases may not exceed 10 percent of a corporations outstanding obligations, and no more than one-third of the district's funds may be invested in short-term obligations of corporations.
- e. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of such money market mutual fund is limited to type "a" or "b" investments and agreements to repurchase such obligations.
- f. Short-term discount obligations issued by the Federal National Mortgage Association.
- g. Shares or other securities issued by savings and loan associations.
- h. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered in the United States with its principal office located in Illinois if insured by applicable law.
- i. Certificates or securities issued by the Public Treasurers' Investment Pool.
- j. Funds managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company.
- k. Illinois School District Liquid Asset Fund (authorized by Section 3-47 of the *Public Community College Act*).
- l. Repurchase agreements in which the instrument and the transaction meet the following requirements and are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded.
  - i. Unless registered or inscribed in the name of the college, the securities shall be purchased through banks or trust companies authorized to do business in the state of Illinois. Such a custodial bank must be a member bank of the Federal Reserve system or must maintain accounts with member banks so as to accomplish the book-entry transfer of securities to the college's credit.
  - ii. After ascertaining which authorized trading partner, as seller, will give the most favorable rate of interest, the authorized college officer shall direct the custodial bank, as the college's agent, to purchase specified securities from that financial institution and shall inform the custodial bank in writing of the maturity details of the repurchase agreement. The custodial bank shall then take delivery of and maintain the securities in its custody for the college's account, confirming the transaction in writing to the college.
  - iii. Trading partners shall be limited to banks or trust companies authorized to do business in the state of Illinois or to registered primary reporting dealers.
  - iv. The security interest must be perfected.

- v. A written master repurchase agreement shall be executed by the college and its trading partners which outlines the basic responsibilities and liabilities of both buyer and seller.
- vi. Repurchase agreements shall be for periods of 330 days or less.
- vii. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the college, that the securities are free from any claims of the seller, and that any claims of the custodian are subordinate to the college's interest in the securities.
- viii. The obligations purchased by the college may only be sold or presented for redemption or payment upon the college's written instructions.
- ix. The custodial bank shall be liable to the college for any monetary loss suffered by the college due to the failure of the custodial bank to take and maintain possession of purchased securities.
- m. Mutual funds that invest primarily in corporate investment grade or global government short-term bonds which are approved by the local board of trustees. Mutual funds that invest primarily in global short-term bonds shall be limited to funds with assets of at least \$100 million and rated, at the time of purchase, as one of the ten highest classifications established by a recognized rating service. Each community college board of trustees shall develop a policy regarding the percentage of the college's investment portfolio that can be invested in such funds.
- n. Interest bearing bonds of any county, township, city, village, incorporated town, municipal corporation, or school district, of the State of Illinois, of any other state, whether the interest earned thereon is taxable or tax-exempt under federal law. The bonds shall be registered in the name of the college or held under a custodial agreement at a bank. The bonds shall be rated at the time of purchase within the 4 highest general classification established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.

Type "a & b" investments and "e" investment portfolios, both principal and interest, must be guaranteed "by the full faith and credit of the United States of America." Type "b" investments may be made only with banks that are insured by the Federal Deposit Insurance Corporation (FDIC). The Federal Savings and Loan Insurance Corporation (FSLIC) must insure any type "g" investments. Both type "c" and "g" investments are insured for up to \$100,000 by their respective insurance corporations. Type "d" and "f" investments have no statutorily necessary guarantees, although such guarantees are prudent.

Purchase of type "d" investments may not exceed 10 percent of the corporation's outstanding obligations, and no more than one-third of college funds may be invested in short-term obligations of corporations. The amounts invested in any other institutions, e.g., a bank, are not limited by statute, although it is prudent not to invest more than is insured by either the FDIC or the FSLIC without additional collateral.



There are two-time limits which are imposed on all investments. First, securities must mature prior to the time they are required for expenditures. The local board of trustees should determine when the funds will be required. As indicated previously, type "d" investments must mature within 270 days. Second, any invested funds which do not belong to the college must be released to the appropriate person at the earliest reasonable time, but in no case exceeding 31 days, after the person becomes entitled to receipt of them.

All investment income from funds in the custody of, but not belonging to, the community college shall be credited to the public agency to which the funds belong, except when specific statutory provisions direct the investment income to another fund. For example, working cash monies invested while loaned to the Education Fund earn interest that belongs to the Education Fund. Investment income recognized as revenue in the Working Cash Fund from an investment belonging to the Working Cash Fund may be transferred permanently from the fund with the authority of the board by separate resolution directing the treasurer to make such transfer and state the purpose.

#### 4. INTERFUND LOANS

With local board authorization, the community college treasurer may make interfund loans providing each loan is repaid to the proper fund within one year. Sections 3-33.5 and 3-33.6 of the *Public Community College Act* allow for the temporary transfer of working cash monies to the "educational purposes" and "building purposes" funds in anticipation of specific revenues, e.g., taxes and state grants. Except when Tax Anticipation Warrants have been issued, repayment of the Working Cash Fund is, in effect, a first lien on the specified revenues. The statute directs that repayment of Tax Anticipation Warrants takes precedence over repayment of the Working Cash Fund. Accordingly, the repayment period for temporary working cash transfers depends on the payment schedule of the anticipated revenues. The only permanent Working Cash

Fund transfers allowed are the investment income earned by the fund. These can be permanent transfers not subject to repayment.

#### 5. PERMANENT INTERFUND TRANSFERS

There are several legal requirements that regulate permanent transfers between funds. Absent specific statutory authority, public monies cannot be transferred permanently from one fund to another. Basically, the courts have ruled that tax monies should not be used for purposes other than those for which they were levied. Therefore, monies raised by levy for one public purpose cannot be diverted, i.e., permanently transferred to another purpose. However, funds are defined differently by the courts and the accounting profession. When the courts address transfers between funds, they are speaking about transfers between statutory funds established only by a levy. In the *FMM*, funds are established whenever a levy is made for a specific purpose, and some additional "accounting funds" have been established that are more specific due to either the source of funds or the scope of the expenditure. The basic concern of the courts is with the purpose for which the monies were raised. Accordingly, transfers between different funds with the same purpose have not been prohibited. Therefore, permanent operating transfers between the "educational purposes" funds, i.e., the Education Fund, the Auxiliary Enterprises Fund, and the Restricted Purposes Fund, are allowed.

In legal terms, these funds are "subfunds" or "accounts" of the Education Fund. Colleges also may permanently transfer monies from the Operations and Maintenance Fund to either the Operations and Maintenance Fund (Restricted) or the Public Building Commission Operation and Maintenance Fund.

However, statutory authority permits monies earned as interest from the investment of the Working Cash Fund to be transferred from the Working Cash Fund to the Education Fund or Building and Operations and Maintenance Fund without any requirement of repayment, upon authority of the local board by separate resolution directing the treasurer to make such a transfer and stating the purpose of the transfer.

There are different statutes which govern permanent residual equity transfers. In addition to allowing residual equity transfers between the "subfunds" identified above, the statutes address closing out the Working Cash Fund, partially abating the Working Cash Fund, the Building Bond Proceeds Fund, and the Bond and Interest Fund. If certain conditions are met, the local board of trustees may permanently transfer the remaining assets in these funds to a specified fund. Business officers are urged to consult the *Public Community College Act* and their legal counsel before making any residual equity transfers.

## 6. PERMANENT RESIDUAL EQUITY TRANSFERS

Section 3-21 of the *Public Community College Act* provides language authorizing the permanent transfer between funds of any excess monies existing in a fund upon retirement of bonds. Such excess monies generally exist in the Bond and Interest Fund after a bond issue is fully retired. This residual fund equity, by resolution of the local board, may be transferred permanently to the fund of the district which bears the nearest relation to the purpose for which the bonds from which such excess funds arose were issued. The courts have ruled that tax monies should not be used for purposes other than that for which they were levied. Therefore, generally, monies raised by levy for one public purpose cannot be diverted, i.e., permanently transferred, to another purpose. The provision for residual equity transfers maintains the spirit of the courts' decisions while allowing for the transfer of the funds.

## 7. STUDENT TUITION AND FEES

A community college district will establish its own student tuition rates for in-district residents, in-state out-of-district residents, out-of-state residents, and out-of-country residents in accordance with state policies prescribed in 110 ILCS 805/6 of the *Public Community College Act* and ICCB System Rule 1501.505.

- a. In-District Tuition. The local community college board of trustees may set the tuition rates for in-district residents within policies stated in ICCB System Rule 1501.505.
- b. Out-of-District Tuition. The local community college board of trustees may set the tuition rates for out-of-district residents living within Illinois with policies stated in ICCB System Rule 1501.505.

- c. Out-of-State Tuition. The local community college board of trustees may set the tuition rates for out-of-state residents' policies stated in ICCB System Rule 1501.505.
- d. Out-of-Country Tuition. The local community college board of trustees may set the tuition rates for out-of-country residents using the same policies as for out-of-state residents described in subsection (c).
- e. Senior Citizen Tuition Waiver. The local community college board of trustees shall permit senior citizens, as defined in ICCB System Rule 1501.501, who reside within the community college district to enroll without the payment of tuition in regularly scheduled credit courses, other than credit courses designed specifically for senior citizens, provided that available classroom space exists and tuition paying students enrolled constitute the minimum number required for the course.

**Example Involving Variable Tuition Based on Program Cost Variance**

XYZ College

Baccalaureate Programs

Tuition/Fees: \$39/credit hour    2000 credit hours

Technical Programs

Tuition/Fees: \$42/credit hour    3000 credit hours

Health Programs

Tuition/Fees: \$42/credit hour    1000 credit hours

Adult Education and Family Literacy

Tuition/Fees: \$0/credit hour    500 credit hours

**The weighted average tuition (T) would be calculated as follows:**

$$T = \frac{\$39 \times 2,000 + \$42 \times 3,000 + \$42 \times 1,000 + \$0 \times 500}{2,000 + 3,000 + 1,000 + 500}$$

$$T = \frac{\$78,000 + \$126,000 + \$42,000 + 0}{6,500}$$

$$T = \frac{\$246,000}{6,500} = \$37.85$$

### C. GRANT ACCOUNTABILITY AND TRANSPARENCY ACT (GATA) REQUIREMENTS FOR GRANT RECIPIENTS

In conformance with federal Uniform Guidance (2 CFR 200) and the State of Illinois Grant Accountability and Transparency Act (GATA), Illinois has established coordinated statewide grant management systems enabling a uniform framework for State of Illinois grant management. GATA is a collaborative effort between State of Illinois grant making agencies and the grantee community with a goal to standardize policies and procedures and to remove redundancy in grant management.

When required by 2 CFR 200 Subpart F, the auditee must also prepare a schedule of expenditures of Federal awards (SEFA) for the period covered by the auditee's financial statements, which must include the total Federal awards expended as determined in accordance with 2 CFR 200.502 Basis for Determining Federal Awards Expended.

Each community college must maintain annual eligibility for grant awards.

1. Maintain pre-qualification requirements, which are managed and referenced at the [GATA grantee portal](#). Below is a summary of these requirements and a snapshot of the status reported.

Pre-Qualification Status		
Your organization is currently in good standing with all pre-qualification requirements.		
Requirement	Status	Remediation
SAM.gov Account	Good	<a href="#">Help</a>
Federal Employer ID (FEIN)	Good	<a href="#">Help</a>
Federal Excluded Parties List	Good	<a href="#">Help</a>
Illinois Secretary of State	Good	<a href="#">Help</a>
Illinois Stop Payment List	Good	<a href="#">Help</a>
Illinois DHFS Sanction List	Good	<a href="#">Help</a>
Your organization must remain in good standing in all pre-qualification requirements. The status of these requirements are validated nightly. Notifications when changes occur to the pre-qualification status can be emailed to Grantee Portal Access users by clicking the "Manage" button below.		

2. Pre-qualification also includes an annual financial and administrative risk assessment, which is ascertained from the Internal Controls Questionnaire (ICQ). This annual questionnaire is typically available on the grantee portal in March of each year. Importantly, once the new questionnaire is published, new awards are contingent upon the new questionnaire being completed.
3. Public Act 102-0626, effective August 27, 2021, exempts certain state funded grants awarded to public institutions of higher education from GATA. The ICCB Notice of Funding Opportunity (NOFO) will indicate whether the grant opportunity is subject to GATA or exempt. Effective September 2024, all applications for GATA awards will be collected through the state's grant management system (GMS), which will be linked in the NOFOs.

4. For GATA awards, complete the forms per the NOFO and link to the GMS, including the Uniform Grant application, Uniform Grant Budget, and all program specific requirements in accordance with NOFO. The NOFO will be found on the ICCB web page and the statewide [“Catalog of State Financial Assistance”](#) or [“CSFA.”](#)
5. Each GATA grant award will require the applicant to complete a survey advising a programmatic risk assessment. This will be one of the documents found at the application submission site on the GMS. The GMS is located at <https://il.amplifund.com> or on the grantee portal located at <https://grants.illinois.gov/portal/>.
6. Please complete the Uniform Budget using the proper indirect cost rate. Note that a few programs have statutorily capped indirect costs, notable the federal Adult Education and Perkins V programs.
7. Review of the fiscal and administrative risk assessment (ICQ) and the programmatic risk assessment may result in specific award conditions, which would be noted in the grant agreement.

While often times referred to as “grants,” funding from ICCB for Base Operating, Equalization, Small College, Veterans/National Guard, City Colleges of Chicago Education, and State CTE Formula awards are NOT grants in the regulatory context of GATA and the Uniform Guidance.

## Section III

### GUIDELINES FOR EXTERNAL AUDITORS

#### A. ICCB REQUIREMENTS AND RECOMMENDED STATEMENTS

A copy of the annual external audit shall be submitted electronically to ICCB on or before December 30<sup>th</sup> following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for an extension of time to the Executive Director on or before December 30<sup>th</sup> 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.

An audit report shall contain financial statements composed of the funds established in ICCB System Rule 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 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.

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, 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.

To confirm district records, a district shall provide a copy of the 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.

Community college districts are required to have an audit performed in accordance with the Government Auditing Standards (GAS), GASB standards, and the Uniform Guidance. This audit should include all federal dollars received directly from the federal government and passed through from another state or federal agency.

The ICCB does not require a set format for the audit report; however, it is recommended that the colleges adhere to guidance from GASB statements for financial reporting and related statements and interpretations for financial accounting and reporting. The funds or a subset of the funds listed in this manual should be used for reporting financial transactions.

The *Public Community College Act* and the Administrative Rules of the ICCB mandate that the following be incorporated into each external audit. The independent certified public accountant should use this list as a checklist for meeting ICCB requirements.

- Notes to Financial Statements
- Uniform Financial Statements
- Certificate of Per Capita Costs
- ICCB State Grants Financial Compliance
- Federal Financial and Compliance

## SAMPLE

### AUDIT REPORT

#### 1. Order for Presentation

Uniformity in the arrangement of the data is desirable. Major sections and their suggested order within reports are set forth below and in the sample audit report in Appendix C of this manual.

#### 2. Table of Contents

The Table of Contents should set forth the page location of all major sections.

#### 3. Auditor's Opinion

Refer to the sample audit report in Appendix C for suggested methods of presentation.

#### 4. Compliance Report Based on the Audit of the General Purpose Financial Statements

A Compliance Report Based on the Audit of the General Purpose Financial Statements should be completed and included as part of the federal financial and compliance audit of federal funds.

#### 5. Report on Adequacy of Internal Controls

A Report on Adequacy of Internal Control for the General Purpose Financial Statements is not required. However, the federal financial and compliance audit of federal funds must include a Report on the Study and Evaluation of Internal Accounting Controls Used in Administering Federal Financial Assistance Programs.

#### 6. Financial Section

The financial statements contained herein are those recommended by the ICCB but are not necessarily the only acceptable method available to the auditor. It is the opinion of ICCB staff and advisors that the principles of accounting and reporting represented in this manual provide the information necessary to demonstrate compliance with the laws of the state of Illinois regarding community college finances. The funds or a subset of the funds listed in this manual should be used for reporting financial transactions. It is recommended that the auditor review authoritative literature sources such as the National Council on Governmental Accounting (NCGA) statements; Governmental Accounting, Auditing and Financial Reporting, 1988, published by the Government Finance Officers Association; and Audits of State and Local Governmental Units, AICPA, to assist in reporting on the financial statements of Illinois public community colleges.

#### 7. Notes to Financial Statements

Each audit is required to include a note which indicates the basis of accounting upon which the statements in the audit report have been prepared. An example of an acceptable note on the basis of accounting would be as follows:



The statements in this report have been prepared on the modified accrual basis in conformance with the provisions of NCGA Statement 1 and related interpretations.

#### 8. Supplemental Financial Statements

Refer to sample audit report in Appendix C for suggested methods of presentation.

#### 9. Supplemental Financial Information

Refer to samples below for suggested methods of presentation.

#### 10. Uniform Financial Statements

The Uniform Financial Statements provide consistent audited data for every community college district. Regardless of the basis of accounting used for the college's balance sheet and statement of revenues and expenditures, the Uniform Financial Statements must be completed using the full accrual basis of accounting prescribed by the Government Accounting Standards Board (GASB) statements and related interpretations. The Uniform Financial Statements are required to be included in the supplemental financial information section of the audit report. Please refer to specific instructions sent under separate cover.

#### 11. Certificate of Per Capita Cost

Colleges are required to use non-capital audited data when completing the Certificate of per Capita Cost. See Certificate of Per Capita Cost Reimbursement in Section III A of this manual.

#### 12. ICCB State Grants Financial Compliance Section

The ICCB distributes several grants to the community college system on a periodic basis throughout the fiscal year. Please refer to Section 2-16 of the *Public Community College Act and ICCB Administrative System Rules 1501.512-520* for a detailed explanation of the funding mechanism and distribution guidelines for specific grants. The auditor shall opine on the college's compliance with ICCB policy and guidelines for managing restricted grant activities.

Currently, ICCB staff does not conduct audits of grants distributed by the ICCB or the enrollment and other data provided by the colleges used to calculate the grants.

Therefore, tests of compliance of these state grants and enrollment (semester credit hour submissions) and other data must be included in the scope of the audits. Each community college certifies in writing annually the number of eligible semester credit hours (enrollment) generated during the fiscal year, which is a major variable in calculating future years' funding levels. Audit procedures should include steps to verify that semester credit hour information is accurate and correct. ICCB restricted grants must be tested for compliance with ICCB policy guidelines. Policy guidelines can be found in the sample audit programs provided in Section III B of this manual.

Information on the Schedule of Enrollment Data and Other Bases Upon Which Claims Are Filed must be verified, including the current year's semester credit hours supported

with unrestricted and restricted hours by term and funding category (total reimbursable and correctional reimbursable), semester credit hours attending in-district and out-of-district contractual/cooperative agreement hours, and the district's equalized assessed valuation. Suggested audit procedures and ICCB Policy Guidelines on Restricted Grant Expenditures and Reporting for each grant are included in this chapter.

Audit procedures for verification of equalized assessed valuation are included in the audit program for equalization grants. The audit procedures for equalization grants must be performed by auditors for all colleges. The formula used to determine which colleges will receive grants requires verified data from all colleges regardless of whether or not the college will receive a grant.

The ICCB State Grant Financial Compliance Section should include the following and be arranged in the order set forth below:

- a. Auditor's Report on Compliance with State Requirements for Restricted Grant Programs.
- b. Notes to the Financial Statements
- c. Schedule of Enrollment Data and Other Bases Upon Which Claims Are Filed
  - i. Auditor's Report on Enrollment Data and Other Bases Upon Which Claims Are Filed (including an opinion verifying enrollment data and other bases upon which claims are filed are accurate).
  - ii. Schedule of Enrollment Data and Other Bases Upon Which Claims Are Filed semester credit hours supported with unrestricted and restricted hours by funding category and semester, correctional hours, in-district, and contractual/cooperative agreement hours, and dual credit and dual enrollment hours.
  - iii. Total reimbursable semester credit hours by term and funding category.
    1. Total and restricted and unrestricted supported
    2. Correctional
    3. In-district
    4. Contractual and/or cooperative agreements
    5. Dual credit and Dual Enrollment
  - iv. Reconciliation of total reimbursable semester credit hours schedule.
    1. Total and restricted and unrestricted supported
    2. Correctional
    3. In-district
    4. Contractual and/or cooperative agreements
    5. Dual Credit and Dual Enrollment
  - v. Equalized Assessed Valuation

## d. Background Information on State Grant Activity

The auditor's reports listed above and shown in the sample financial statements contained in Appendix C satisfy the requirement that the auditor give a report on restricted grants distributed to the district and Verification of Enrollment and Other Bases Upon Which Claims Are Filed Schedule. The reconciliation of credit hours schedule is required and should explain any differences between audited records and those credit hours certified as reimbursable to the ICCB (total, correctional, in-district, contractual, and dual credit and dual enrollment).

It is suggested that funds obligated for goods prior to June 30 for which the goods are received prior to August 31 be recorded as encumbrances. Funds for services including salaries and benefits may not be obligated for services rendered after June 30.

Current year payments of prior grant year's encumbrances must be included in the scope of the audit. These payments should be identified as expenditures relating to the prior year's grant on the Statement of Revenue and Expenditures.

Unexpended funds must be returned, in accordance with restricted grant policy guidelines, to the ICCB 45 days following the closeout of the award. It is suggested that unexpended funds be reported as a reduction of fund balance and a liability to the ICCB. Please refer to Appendix C for an example of an audit report for these grants.

## 13. Federal Financial and Compliance Audit

It is essential that the User of this manual become familiar with the following authoritative literature when auditing federal funds:

- 2 Code of Federal Regulations(CFR) 200 Uniform Administrative Requirements issued by United States Government.
- [eCFR: 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)
- Standards for Audit of Governmental Organizations, Programs, Activities, and Functions by the Comptroller General of the United States.
- Title II Adult Education and Family Literacy of the Workforce Investment Act of 1998, PL-105-220, 112 Statute 936 [PUBL128.PS \(govinfo.gov\)](#).
- Education Department General Administrative Regulations (EDGAR) Title 34 Code of Federal Regulations – Parts 74, 75, 76, 77, 79, 80, 91, 82, 85, 86, 97, 98, and 99. <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- The Stevens Amendment of the Department of Defense Appropriations Act of 1989, PL-105-56, Section 8136.
- The Grant agreement between the Subgrantee and ICCB.

- Statement on Auditing Standards #68 for Compliance Auditing Applicable to Governmental Entities and Other Recipients of Federal Financial Assistance (supersedes SAS #63).

## B. FINANCIAL COMPLIANCE AUDIT PROGRAM FOR ICCB STATE GRANTS

### 1. AUDIT PROGRAM GUIDE: Certified Credit Hour Claims

SU “Student Unrestricted” and SR “Student Restricted” Claims Data

#### Contents

Introduction

Audit Objectives and Compliance Determinations

Rules and Regulations

Illustrative Audit Procedures

#### a. Introduction

Community colleges receive base operating grants based upon semester\_credit hours generated (called SU claims) by students who are residents of the community college district meeting certain specified criteria. Funding reimbursement rates for each instructional category of college classes are determined by formula calculation.

The semester credit hours generated data impacts colleges’ funding since these data are part of calculations, identified in regulations, that determine unrestricted grant allocations. Another important input into unrestricted grant awards is the districts’ calculated tax wealth, which is compared to statewide base data for equalization funding allocations. Equalization funding is provided to community colleges based upon a districts’ equalized assessed valuation (from the third preceding calendar year), in-district semester credit hours (from the second preceding fiscal year) plus those students’ hours attending out of district including under Public Act 103-159 (110 ILCS 805/6-1.5) and corporate personal property replacement tax revenue. PA 103-159 moved the CAREER agreement into statute and eliminated chargeback contracts.

#### b. Audit Objectives and Compliance Determinations

Determine whether the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. See C. below.

Determine whether reimbursable SU credit hours claimed for state funding are paid with 50% or more of unrestricted sources of college funding (110 ILCS 805/2-16.02). Courses that are eligible for reimbursement are those courses for which the district pays 50% or more of the program costs from unrestricted revenue sources, with the exception of dual credit courses and courses offered by contract with the Department of Corrections in correctional institutions.

Determine whether students claimed as attending in district and attending out of district at Illinois public community colleges on contractual agreements are residents of the district in accordance with applicable laws, regulations, and rules for the classification of students by residency.

Determine whether equalized assessed valuations are presented fairly.

c. Rules and Regulations

In preparation for the review of semester credit hour grants, the auditor should review the *Public Community College Act*, Section 2-16.02 and be familiar with the ICCB System Rules 1501.501 and 1501.507. The definition of residents for state funding purposes of the State of Illinois can also be found in ICCB System Rules Manual.

**"Unrestricted revenue sources" means those revenues in which the provider of the revenue imposes no financial limitations upon the district as it relates to the expenditure of the funds. Unrestricted revenue that ICCB provides to Illinois Community Colleges includes Base Operating Grants, Equalization, Career and Technical Education Formula Allocations, Illinois Veterans Grant (Not a Grant).**

d. Illustrative Audit Procedures

- i. Review the rules and Illinois Compiled Statutes that govern which credit hours generated by the college may be reported on the reimbursable semester credit hour claim and the claiming of students' hours according to their residency classification.
- ii. Obtain a copy of the reimbursable semester credit hours certified annually by the college to the ICCB.
- iii. Obtain the SU/SR credit hour claims reports.
- iv. Obtain from the college and review the latest ICCB Recognition Report (a compliance audit performed periodically by the ICCB). One general area of the evaluation is a validation of data to substantiate accuracy of semester credit hour claims.
- v. Obtain an understanding of eligibility requirements and perform a sufficient level of testing to determine semester credit hours are reported accurately on the SU and SR records.

1. Eligibility for State Funding

- a. Courses for which the district pays 50% or more of the program costs from unrestricted revenue sources with the exception of dual credit courses and courses offered by contract with the Department of Corrections in correctional institutions.
- b. Eligible credit hours should be reported on the SU record in the appropriate column on the SU/SR credit hour claim reports.
- c. All SU records are subject to the same eligibility requirements found in the ICCB System Rule at 23 III Adm Code Section 1501.507.

## 2. Not Eligible for State Funding

- a. Hours generated by courses for which the district pays more than 50% of the program costs from restricted revenue sources.
- b. Such ineligible hours should be reported in the appropriate column of the SR record. While these hours are not used to generate credit hour grants, they are used to calculate the equalization grant award and other restricted grants, where applicable.
- c. Courses and sections where grant funds (funds associated with a grant agreement) pay for more than 50% of the course generate restricted credit hours.

## 3. Claims, Receipt of Funds

- a. Prepare a schedule of payments made by the ICCB for the period under examination and confirm grant amounts received from the ICCB by reviewing the summary of ICCB grants distributed throughout the year on the ICCB website and verify payments made by the State of Illinois Comptroller by accessing their vendor payment information for the college.
- b. Trace payments to college cash receipts journal.
- c. Prepare a sample schedule of semester credit hours (those reported on the SU and SR records in the details report and as specified in the layout) by funding category claimed for state funding for the period under examination (confirm the accuracy of hours claimed by reviewing the college process for properly reporting hours to the ICCB) based on college system records. The sample should consist of a sufficient number of students or credit hours to test and make an evaluation.
- d. SU and SR Certification Requirements

To allocate credit hour-based funding, two sets of data are used: **SU** and **SR**. The **SU** data refer to the credit hours generated by courses that are funded by **50% or more from unrestricted funds**, while the **SR** data represent credit hours for courses funded by **more than 50% from restricted funds**. While institutions should consider all factors impacting the cost of administering each course and may consider complete algorithms to make this evaluation, an indication that a course falls under the **SU** or **SR** category is to look at the funding source for the instructor's salary. If an instructor's salary is paid from unrestricted funds, such as the education fund, the course is generally classified under **SU**. If the salary comes from restricted funds, the course generally falls under **SR**. Since salary and benefits comprise the largest portion of a college's costs, this method of classification is a reasonable way to evaluate the funding source for each course.

Both the **SU** and **SR** data are used to determine the allocation of various grants, including the Base Operating Grant, which is based on the number of credit hours reported, and the Equalization grant, which is based on in-district hours.

The number of instructional hours delivered each semester must be reported to the ICCB within **30 days after the end of the semester**. This data is collected annually and used to generate a **certification statement**, which the college must review, approve, and sign off on to confirm the correct number of instructional hours. It is important to note that community enrichment courses, which are not eligible for state funding, are not included in this report.

The certification of instructional hours is a critical part of the funding process. The hours reported are used as part of the state funding formula that divides state resources among community colleges. A detailed explanation of this process, along with the associated documents, is included in the **MIS Manual, which staff at the College who manage SU and SR submissions have available. The annual cycle for this process begins in mid-July to early August allowing colleges time to submit their Spring semester data, which marks the conclusion of both the academic year and fiscal year.**

- e. Compare sample schedule in Step c to semester credit hours certified to the ICCB by the college as reimbursable in Step d. Any discrepancies must be reported in the State Grants Financial Compliance Section in Appendix C. The ICCB relies on the audit report to identify problems in the semester credit hour claims process.
- f. Another requirement to verify is the midterm certification. Compare college's semester credit hour report to midterm class lists (rosters).

Obtain midterm class lists (rosters) for the period under examination. Normally, colleges produce class lists (rosters) at midterm and end-of-term, as well as other times during the term as needed. A midterm class list (roster) usually will contain the following information:

- Course prefix, number, and title
- Meeting time and place
- Instructor's name
- Listing of student names and social security numbers
- Student Residency Code
- Instructor's verification and signature (paper or electronic)
- Date of instructor's verification and signature (paper or electronic)

An example of an acceptable statement is shown below:

*"I hereby certify that the above-listed students, except where noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm, and I have proper documentation to support this certification."*

Obtain a list of faculty and the courses they taught for the fiscal year. Select a sample of course sections from ICCB Instructional Credit Hour Claim Report printouts.

Each term the college submits a series of semester credit hour records. The ICCB processes the records and produces a semester credit hour claim report. The last page of the report summarizes credit hours by funding category. This report also shows the results of a verification check between the course as submitted and the course as shown on the ICCB Course Master File

Compare totals from midterm class lists (rosters) to sections listed on SU and SR printouts to determine proper classification as reimbursable or non-reimbursable.

The total number of students listed on the midterm class list (rosters) should match the total number of reimbursable and non-reimbursable students reported on the SU and SR printouts. Columns two and three of the last page of the Semester Credit Hour Claim Report contain a summary of the reimbursable semester credit hours by funding category. Columns five, six, and seven list a summary of the non-reimbursable credit hours. The following students should be reported in the non-reimbursable columns of the SU and SR records:

- Students "auditing" or "visiting" the class.
- Students indicated by the instructor as not actively pursuing completion of the course at midterm unless the student receives a passing final grade for the course.
- Out-of-state students.
- Students who have withdrawn or initiated a withdraw from the course on or before the midterm.
- Students repeating the course who received a passing grade previously, unless the course is approved for repetition by the ICCB. If the student has not completed the course with a grade of "C" [or equivalent] or better and the course is necessary for a degree or certificate, the course may be repeated once. See ICCB System Rule 1501.507.

Midterm class lists (rosters) should be traced to the SU and SR printout for one part of the sampling and then the SU and SR printout sections should be traced to the midterm class lists (rosters) for another part.

- g. Review a sample of the midterm class lists (rosters) for proper teacher verification. To meet ICCB rules, each midterm class list (roster) must be signed and dated by the instructor verifying that the student currently is in attendance and also actively pursuing completion of the course. Students' hours claimed as reimbursable on the ICCB credit claim submission should only include those having been certified as actively pursuing course completion at the midterm of the class in addition to meeting other eligibility requirements (i.e. in state residency, repeat eligible, not auditing the course, etc.)



Determine that the college properly classifies students' hours as SU or SR records. To do this, you will need to review a sample of class lists to determine 1) through examination of payroll information whether the faculty salary is paid from unrestricted or restricted funds and 2) whether the district pays 50% or more of the program costs from unrestricted revenue sources to be claimed on the SU record. If the district pays 50% or more of the program costs from restricted revenue sources, the courses should be reported on the SR record.

- h. Trace a sample of student names from the midterm class lists (rosters) to the student permanent records (transcripts) and review the following:
  - Determine if credit hours are posted to the transcripts.
  - Determine whether the college has procedures for excluding students from the credit hour claims who repeat a course per the ICCB System Rule 1501.507.
  - Scan student transcripts for courses repeated and determine whether they were properly claimed for funding.
- i. Secure a sample of names of students, from the midterm class lists (rosters), claimed as in-district (SU and SR records) and test compliance with residency classification in accordance with the ICCB System Rules Manual.

On a test basis, review supporting documentation (enrollment forms) for credit hours of students reported as dual credit or dual enrollment. Dual credit students are defined as high school students participating in a college course and both the high school and college agree to grant credit for successfully completing the course. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement. Dual enrollment students are defined as high school students participating in a college course and only the college grants credit for successfully completing the course.

- j. Verify with or examine documentation from the county clerk(s) supporting the equalized assessed valuation reported by the college.

## 2. AUDIT PROGRAM GUIDE: Restricted Funding, including ICCB Grant Programs

### Contents

#### Introduction

#### Audit Objectives and Compliance Determinations

#### Rules and Regulations

#### Illustrative Audit Procedures

#### a. Introduction

Funding for specific programmatic grants may become available through the State of Illinois. Such grants will either fall under the purview of GATA See section II C or be operated outside of the GATA framework. Public Act 102-0626 (effective 08/27/2021)

made state funded grant programs limited to public institutions of higher education exempt from GATA provisions.

b. Audit Objectives and Compliance Determinations

Determine whether the college has expended funds in accordance with the legal and contractually imposed restrictions for which such funds have been authorized by law and contractual agreement.

Determine whether the amounts indicated on the statements were received or receivable, properly classified, and adequately described.

Determine whether reporting requirements have been met.

c. Rules and Regulations

The auditor should review 1501.501 (Definition of Terms) and 1501.519 (Special Initiative Grants) in the ICCB System Rules Manual for compliance. In addition, grant agreements must be reviewed as there are specific criteria related to each grant; associated grant documents like the notice of funding opportunity (if available), grant application, work plan and budget may also need to be reviewed.

At the close out of the grant program award, usually 60 days after the end of the period of performance, the community college shall file a closeout report with ICCB in a format used by ICCB or in accordance with the grant agreement, detailing how all the award funds were used.

d. Illustrative Audit Procedures

In addition to the following illustrative steps, review GATA Section II C for specific procedural steps to be followed by the college.

Review terms of the agreement, scope of work, and budget.

Review requirements for allowable grant expenditures and reporting, which govern the operation of the grant.

Verify that funds are set aside in a subaccount for tracking and management of funds are accounted for properly.

Confirm grant payment received from the ICCB by reviewing the ICCB awards and verifying payments made by the State of Illinois Comptroller by accessing vendor payments information for the college on the Comptroller's website.

Test a sufficient sample size of expenditures for compliance with terms of the agreement, scope of work, and budget to support a compliance opinion in the audit report.

Test grant records for the following:

- Proper requests for modification to the scope of work if it appears the scope of work has changed during the year and in accordance with grant agreement requirements.
- Proper requests for approval of budget modifications if required by the grant agreement.
- General compliance with terms and requirements of the grant agreement.
- Determine that no funds have been encumbered after termination date of the grant agreement.

### 3. AUDIT PROGRAM GUIDE: Adult Education and Family Literacy Grants

#### Contents

Introduction

Audit Objectives and Compliance Determinations

Requirements for Adult Education and Family Literacy Restricted Grant Expenditures and Reporting

Illustrative Audit Procedures

#### a. Introduction

Funding for specific programmatic grants may become available through the State of Illinois. Such grants will either fall under the purview of GATA See section II C or be operated outside of the GATA framework. Public Act 102-0626 (effective 08/27/2021) made state funded grant programs limited to public institutions of higher education exempt from GATA provisions.

#### b. Audit Objectives and Compliance Determinations

The objective of a compliance review of the payments made to the Adult Education and Family Literacy provider are to apply audit procedures and gather audit evidence, which will enable the auditor to determine with reasonable but not absolute assurance:

- whether the provider has expended funds in accordance with the legal and contractually imposed restrictions for which such funds have been authorized by law and grant agreement,
- whether the amounts indicated on the statements were received or receivable, properly classified, and adequately described, and
- whether units of instruction data are reported properly in the programmatic database.

#### c. Requirements for Adult Education and Family Literacy Restricted Grant Expenditures and Reporting

#### **Purpose of Grant**

There is broad-based agreement in the state that the education provided for citizens will determine America's future role in the community of nations, the character of society, and the quality of individual lives. Thus, education has become the most

important responsibility of the nation and state with an imperative for bold new directions and renewed commitments. To meet the challenges and opportunities of this agreement, the ICCB will administer a program of funding that offers transparency, focuses on achievement, and assures adequate, stable, and flexible resources. In addition, there exists an effort to achieve the purpose of Title II Adult Education and Family Literacy of the Workforce Investment Act of 1998, which is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, Adult Education and Family Literacy services. These services are designed to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- assist adults in the completion of a secondary school education.

### **Allowable Activities**

Instructional and Student Services:

- Instruction
- Social Work Services
- Guidance Services
- Assistive and Adaptive Equipment
- Assessment and Testing
- Student Transportation Services
- Literacy Services
- Child Care Services Program Support
- Improvement of Instructional Services
- General Administration
- Operation and Maintenance of Plant Services
- Workforce Coordination
- Data and Information Services
- Approved Indirect Costs

### **Expenditure Limitations**

For Adult Education grants effective as of July 1, 2023 and after the ICCB:

- No longer requires programs to allocate a minimum of 45% of their budgets for direct instruction. Under WIOA, Federal Basic and Federal IELCE funding have a statutory limitation of 5% on the costs of administration with not less than 95% of funding to be used for instructional activities (29 USC 3323). These activities include all allowable programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

The ICCB will continue to require 51% or more of the direct instructional costs of each class be paid with ICCB AEL funds for the instruction to count toward the Certified Units of Instruction used in the ICCB Adult Education and Family Literacy Act funding formula.

- Removes all generation requirements. Programs are no longer obligated to produce a specific number of units of instruction based on student enrollment for funding purposes. Programs will be held accountable based on their ability to meet their programmatic and performance goals.

Local administrative costs for AEFLA are defined in WIOA Sec 233. These include several direct costs for planning, administration (including performance and accountability), professional development, activities in alignment with local workforce plans, supporting one-stop operations and indirect costs. These local administrative costs are capped at 5% (within local administrative costs are indirect costs). Absent a **\*restricted\*** negotiated indirect cost rate, claim up to 8% of indirect costs calculated on the MTDC. With a **\*restricted\*** negotiated indirect cost rate, use that – whether it's below, at, or above 8%.

Administrative costs for State Basic and State Performance are limited through your Negotiated Indirect Cost Rate or De minimis rate. Please see the state grantee portal for more information.

### **Grant Administration Standards**

The grant funds shall be accounted for in a set of self-balancing accounts within the restricted purposes fund.

The grant funds shall be expended or obligated prior to June 30<sup>th</sup> each year, the last day of the fiscal year. Goods for which funds have been obligated shall be received and paid for prior to August 31<sup>st</sup> following the end of the fiscal year for which the funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds must be returned to the ICCB by October 15<sup>th</sup> following the end of the fiscal year.

Grant funds not used in accordance with this criterion shall be returned to the ICCB by October 15<sup>th</sup> following the end of the fiscal year. Other identification of improper expenditures subsequently verified by the ICCB shall be returned upon notification by the ICCB.

#### **d. Illustrative Audit Procedures**

In addition to the following illustrative steps, review the GATA Section (II C) of this manual for specific procedural steps to be followed by the college.

Review requirements for restricted grant expenditures and reporting which govern operation of the grant.

Verify that funds are set aside in a restricted purposes account and that they are accounted for properly.

Confirm grant amounts received from the ICCB by reviewing the summary of ICCB grants distributed throughout the year on the ICCB website and verify payments made by the State of Illinois Comptroller by accessing their vendor payment information for the college. Test a representative sample of expenditures for compliance with ICCB requirements for Restricted Grant Expenditures and Reporting.

Allowable programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. The ICCB requires 51% or more of the direct instructional costs of each class be paid with ICCB AEL funds for the instruction to count toward the Certified Units of Instruction used in the ICCB Adult Education and Family Literacy Act funding formula. Information on the purpose of AEFLA and IELCE programming can be found in the annual Adult Education provider manual.

Determine whether unexpended funds from the prior year's appropriation were returned by October 15<sup>th</sup>.

Test payments of prior year's encumbrances (if applicable).

Review units of instruction for compliance and accuracy with reporting requirements.

- Obtain an understanding of the eligibility and classification requirements by reviewing reporting requirements for student data which generates units of instruction.
- Obtain a copy of the units of instruction certified annually by the providers to the ICCB. This is a report which is printed and signed by provider officials annually.
- Review small sample of student records and test records for proper coding and classification.

#### 4. AUDIT PROGRAM GUIDE: Career & Technical Education – Program Improvement Grants

##### Contents

Introduction

Audit Objectives and Compliance Determinations

Policy Guidelines for Restricted Grant Expenditures and Reporting

Illustrative Audit Procedures

##### a. Introduction

The Career and Technical Education Program Improvement Grant recognizes that keeping career and technical programs current and reflective of the highest quality practices in the workplace is necessary to prepare students to be successful in their chosen careers and to provide employers with the well-trained workforce they require. The grant funds are dedicated to enhancing instruction and academic support activities to strengthen and improve career and technical programs and services. Such grants fall

under the purview of the Grants Accountability and Transparency Act (GATA). See section II C on page 46 of this manual.

b. Audit Objectives and Compliance Determinations

The objectives of a compliance review of the payments made to the college are to apply audit procedures and gather audit evidence which will enable the auditor to determine with reasonable but not absolute assurance:

- Determine whether the college has expended funds in accordance with the legal and contractually imposed restrictions for which such funds have been authorized by law and contractual agreement.
- Determine whether the amounts indicated on the statements were received or receivable, properly classified, and adequately described.

c. Policy Guidelines for Restricted Grant Expenditures and Reporting

Policy guidelines can be found on the ICCB website at <https://www.iccb.org>. Locate the fiscal year guidelines you wish to use and print.

d. Illustrative Audit Procedures

In addition to the following illustrative steps, review the GATA section (II C) of this manual for specific procedural steps to be followed by the college.

Review Policy Guidelines for Restricted Grant Expenditures and Reporting, which govern operation of the grant.

Verify that funds are set aside in a restricted purposes account and accounted for properly.

Confirm grant amounts received from the ICCB by reviewing the summary of ICCB grants distributed throughout the year on the ICCB website and verify payments made by the State of Illinois Comptroller by accessing their vendor payment information for the college.

Test a sufficient sample size of expenditures for compliance with ICCB Policy Guidelines for Restricted Grant Expenditures and Reporting to support a compliance opinion in the audit report.

Determine whether unexpended funds from the prior year's appropriation were returned by October 15<sup>th</sup>.

Test payments of prior year's encumbrances (if applicable).

## Appendix A

### **GLOSSARY AND ACRONYMS**



## GLOSSARY

Abatement. A reduction of a previously recorded expenditure or receipt by such things as refunds, rebates, and collections for loss or damages to school property.

Academic Term. Any period of time in which course work is offered by the institution and for which students seek enrollment; the term may include a regular session or a special session.

Account Number. A defined code for recording and summarizing financial transactions.

Accounting Period. A period at the end of which and for which financial statements are prepared.

Accrual Basis. An accounting system that records revenues when earned and expenditures when a liability is created, regardless of the accounting period in which cash payment is actually made. An encumbrance system may be used in conjunction with an accrual basis accounting system.

Accrued Expenses. Expenses which have been incurred and have not been paid as of a given date.

Accrued Interest. Interest earned between interest dates but not yet paid.

Accrued Liabilities. Amounts owed but not yet paid; for example, accrued interest on bonds or notes. See also Accrued Expenses.

Accrued Revenue. Revenue earned and not collected regardless of whether due or not.

Activity-Organizational Unit-Cost Center. A specific unit or group in an organization that performs work or provides a service as part of the organization's overall responsibility. Expenditures are readily identifiable to the activity, and a number of activities may form a department, division, or major functional area. For example, the biology department or security department are activities.

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

Appropriation. An authorization that enables the college to make expenditures and incur obligations for a specific purpose.

Assessed Valuation. Value on each unit of property for which a prescribed amount must be paid as property taxes.

Assets. The entire property owned by a college.

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

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

Bonded Debt. The part of the local college debt which is covered by outstanding bonds.

Buildings. Facilities permanently affixed to the land, including their associated heating and air-conditioning systems, electrical and sound systems, plumbing and sewer systems, elevators, and other fixed equipment.

Cash. Money or its equivalent; usually ready money. Money in hand, either in currency, coin, or other legal tender, or in bank bills or checks paid and received, bank deposits and NOW accounts, bank notes or sight drafts, bank's certificates of deposit, municipal orders, warrants, or scrip.

Cash Basis. An accounting system that records only cash receipts and disbursements. An encumbrance system may be used in conjunction with a cash basis accounting system.

Categorical Aid. Educational support funds provided from a higher governmental level and specifically limited to a given purpose.

Character. A term that classifies expenditures based upon the period they benefit. There are three groups as follows: (1) expenses that benefit the current fiscal year; (2) capital outlay that benefits current and future fiscal years; and (3) provisions for the retirement of debt that benefit prior, current, and future fiscal years.

Chart of Accounts. A list of all accounts generally used in an accounting system. In addition to account title, the chart includes an account number which has been assigned to each account. Accounts in the chart are arranged with accounts of a similar for example, assets and liabilities. The ICCB Systems Rule1501.511 should be reviewed.

Contingent Fund. Assets or other resources set aside to provide for unforeseen expenditures or for anticipated expenditures of an uncertain amount.

Contingent Liabilities. Liabilities which are not now fixed and absolute but which will become so in case of the occurrence of some future and uncertain event.

Cost Benefit. Analyses which provide the means for comparing the resources to be allocated to a specific program with the results likely to be obtained from it, or analyses which provide the means for comparing the results likely to be obtained from the allocation of certain resources toward the achievement of alternate or competing objectives.

Cost Center. The smallest segment of a program that is separately recognized in the agency's records, accounts, and reports. Program-oriented budgeting, accounting, and reporting aspects of an information system are usually built upon the identification and use of a set of cost centers.

Cost Effectiveness. The extent to which resources allocated to a specific objective under each of several alternatives actually contribute to accomplishing that objective.

Course. An educational unit within the instructional programs dealing with a particular subject consisting of instructional periods and one or more delivery systems.

Course Credit. Number of credits that will be earned by the student for successful completion of a course.

Course Equivalent. A figure (value) to indicate credit equivalence for noncredit courses.

Course Identifier. The official institutional number or other code that serves to uniquely identify a course.

Course Level. The institutional categorization for the level of offering of a specific course. The categorization generally is derived from the level of student to which any particular course offering within a discipline is primarily directed.

Crossover Procedure. A procedure whereby the activities supported by the expenditures recorded in a fund accounting system are matched with the same activities in a similar organization.

Current. The term refers to the fiscal year in progress.

Current Assets. Cash or anything that can be readily converted into cash.

Current Expenses. Any expenditure except for capital outlay and debt service. Current expense includes total charges incurred, whether paid or unpaid.

Current Funds. Money received during the current fiscal year from revenue which can be used to pay obligations currently due and surpluses reappropriated for the current fiscal year.

Current Fund Revenues. Current fund revenues include all unrestricted gifts and other unrestricted resource earnings during the reporting period and restricted current funds to the extent that such funds were expended for current operating purposes.

Current Liabilities. Debts which are payable within a relatively short period of time, usually no longer than a year.

Current Loans. A loan payable in the same fiscal year in which the money was borrowed.

Debt Service. Expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest on current loans.

Deferred Charges. Expenditures which are not chargeable to the fiscal period in which made but are carried on the asset side of the balance sheet pending amortization or other disposition. Deferred charges differ from prepaid expenses in that they usually extend over a long period of time and may or may not be regularly recurring costs of operation.

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

Depreciation. A fall in value, reduction of worth. The deterioration, or the loss or lessening in value, arising from age, use, and improvements due to better methods.

Direct Costs. Those elements of cost which can be easily, obviously, and conveniently identified with specific activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identified with specific activities. See also Indirect Costs.

Disbursements. The actual payment of cash by the college.

Double-Entry Accounting. An accounting system that requires for every entry made to the debit side of an account or accounts there must be an equal entry to the credit side of an account or accounts.

Encumbrances. An anticipated or actual liability provided for by an appropriation which is recognized when a contract, purchase order, or salary commitment is made. It reduces the appropriation to avoid expenditure of funds needed to pay anticipated liabilities or expenditures.

Equalization. The act or process of making equal or bringing about conformity to a common standard. The process of equalizing assessments or taxes, as performed by "boards of equalization" in various states, consists of comparing the assessment made by the local officers of the various counties and other taxing districts within the jurisdiction of the board and reducing them to a common and uniform basis, increasing or diminishing by such percentage as may be necessary, so as to bring about with the entire territory affected a uniform and equal ratio between the assessed value and the actual market value of property. The term also is applied to a similar process of leveling or adjusting the assessment of individual taxpayers so that the property of one shall not be assessed at a higher or lower percentage of its market value than the property of another.

Equipment (Fixed). Apparatus that is permanently fastened to an interior or external structure.

Equipment (Movable). Apparatus that is NOT permanently fastened to an interior or external structure.

Expenditures. The total charges incurred by the college regardless of time of payment.

Fair Cash Value. The fair or reasonable cash price for which the property can be sold on the market.

Federal Revenue. Revenue directly provided by the federal government. Expenditures made with this revenue should be identifiable as federally supported expenditures.

Fees Required. Charges that are assessed to students for certain items not covered by tuition.

Financial Statement. A formal summary of accounting records setting forth the district's financial condition.

Fiscal Year. The year by or for which accounts are reckoned or the year between one annual time of settlement or balancing of accounts and another. A period of 12 months, not necessarily concurrent with the calendar year, with reference to which appropriations are made and expenditures authorized and at the end of which accounts are made up and the books balanced.

Fixed Assets. Assets essential to continuance of undertaking and proper operation of the college. Land, buildings, machinery, furniture, and other equipment which the local college intends to hold or continue in use over a long period of time.

Full Costs. The sum of direct costs and allocated support costs.

Fund Equity. The balance of a fund after all liabilities have been deducted from the assets of the fund.

Healthcare Pathway. Credentials, certificates, and degree programs that allow students to enter into or advance their careers in the healthcare industry.

Indirect Expenses. Those elements of cost necessary in the provision of a service are of such nature that they cannot be readily or accurately identified with the specific service.

Inventory. A detailed list or record showing quantities, descriptions, values, and units of measure and unit prices of property on hand at a given time. Also, the cost of supplies and equipment on hand not yet distributed to requisitioning units.

Liabilities. Obligations incurred by the college when deed passes that must be liquidated, renewed, or refunded at a future date.

Measurement Focus and Bases of Accounting for Revenues and Expenditures. Revenues, expenses, gains, losses, assets, and liabilities resulting from exchange and exchange like transactions should be recognized when the exchange takes place. Revenues , expenses, gains, losses, assets, liabilities resulting from non-exchange transactions should be recognized in accordance with GASB statements 33 and 34.

Midterm Class List Certification. CA college's process for certifying to ICCB students in attendance at the midterm as part of the proof that a student's credit hours are eligible for State funding. The district shall file a document outlining the process with ICCB. This process includes specific steps and/or procedure for obtaining an electronic midterm certification signature and the communication to faculty. The district shall file an amended process any time changes are made.

Midterm Certification Signature. means midterm class lists (rosters) obtained and maintained by the college that are manually or electronically signed and dated.

Net Expenditure. The actual cost incurred by the local education agency for some service or object after the deduction of any discounts, rebates, reimbursements, or revenue produced by the service or activity.

Net Revenue. The balance remaining to the local education agency after deducting from the gross revenue for a given period all expenditures during the same period.

Object. This term applies to a level of data captured in the UFRS.

Performance Budget. A budget that is structured to allow for expenditure analysis based upon measurable performance of predetermined objectives established by each activity.

Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants. State grants allocated to community college districts to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway (110 ILCS 802/2-12.2).

Prepaid Expenses. Expenses entered in the accounts for benefits not yet received. Prepaid expenses differ from deferred charges in that they are spread over a shorter period of time than deferred charges and are regularly recurring costs of operation.

Program. A level in the program classification structure hierarchy representing the collection of program elements serving a common set of objectives that reflect the major institutional missions and related support objectives.

Program Budgeting. A resource allocation technique which facilitates the organization and identification of the activities of an institution in terms of its objectives, displays the cost of these activities over an extended time frame, and relates these activities and their costs to the outputs of the institution's programs. The budgeting aspect of a planning, programming, and budgeting system.

Program Classification Structure. The program classification structure is a means of identifying and organizing the activities of higher education institutions in a program-oriented manner.

Program Split. This term refers to dividing the function "instruction" by baccalaureate-oriented, occupational-oriented, general studies, adult and continuing education, and any other desired program.

Quasi-External Transactions. Interfund transactions that would be treated as revenues, expenditures, or expenses if they involved organizations external to the governmental unit, e.g., billings for motor pools, central printing, duplicating services and central data processing can be accounted for as revenues, expenditures, expenses in the funds involved. When aggregating data, the fund revenue, expenditure, or expense should be adjusted to remove the effects of quasi-external transactions.

Receipt. The actual receipt of cash.

Reimbursable Credit Hour. A certified instructional credit hour used as the basis for distributing ICCB grants.

Reimbursement. Interfund transactions which constitute reimbursements of a fund for expenditures or expenses initially made from it which are properly applicable to another fund, e.g., an expenditure properly chargeable to a Special Revenue Fund was initially made from the General Fund, which is subsequently reimbursed. These transactions are recorded as expenditures or expenses (as appropriate) in the reimbursing fund and as reductions of the expenditure or expense in the fund that is reimbursed.

Reserve. An account used to segregate a portion of the surplus not currently available for appropriations or expenditures.

Revenues. Additions to assets which do not increase any liability do not represent the recovery of an expenditure, do not represent the cancellation of certain liabilities without a corresponding increase in other liabilities or a decrease in assets.

Student Chargeback. A student of a given community college district attending a community college other than the student's home district to pursue a curriculum not offered in the home district and for which the given home community college district pays the college which the student is attending a chargeback. Student Chargeback was made obsolete by PA. 103-159, effective 1-1-24.

Student, Full-time Equivalent. The statistical student unit calculated by dividing all credit hours (both certificate and degree) generated at the college by 15 credit hours for any term. To determine the annual FTE student, divide all credit hours for that year by 30 semester hours for colleges on the semester system and by 45 quarter hours for colleges on the quarter calendar.

Student Tuition Charge. The amount of money charged to students for instructional services; tuition may be charged on a per term, per course, or per credit basis.

Subobject. A level of reporting more detailed than object level reporting.

Subprogram. A stratum of the program classification structure hierarchy. A subprogram is an aggregation level that structures program categories into subsets of the major missions of the institution.

Tax Anticipation Warrants. Warrants issued in anticipation of collection of taxes, usually retireable only from tax collections and frequently only from the tax collections anticipated with issuance. The proceeds of tax anticipation notes or warrants are treated as current loans if paid back from the tax collections anticipated with the issuance of the notes.

Traditional Budget. A budget that is structured primarily upon objects of expenditure rather than a program or organizational structure.

Unit Cost. Expenditures for a function, activity, or service divided by the total number of units for which the function, activity, or service was provided.

## ACRONYMS

AEFLA	Adult Education and Family Literacy Act
ALNFA	Assistance Listing Number (formerly CFDA, Catalog of Federal Domestic Assistance)
FMM	Fiscal Management Manual
GASB	Government Accounting Standards Board
GATA	Grant Accountability and Transparency Act
ICCB	Illinois Community College Board
ISBE	Illinois State Board of Education
NCGA	National Council on Governmental Accounting
NOW	Negotiable Order Withdraw
OMB	Office of Management and Budget
WIOA	Workforce Innovation and Opportunity Act



Appendix B

**FORMS FOR FINANCIAL REPORTING**

Appendix B1

STATE OF ILLINOIS  
COMMUNITY COLLEGE DISTRICT #XXX

Annual Budget for Fiscal Year 20XX

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District

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Street Address

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City

## SUMMARY OF FISCAL YEAR XXXX BUDGET BY FUND

	<u>General</u>		<u>Special Revenue</u>			
	Education <u>Fund</u>	Public Building Operations and Maintenance <u>Fund</u>	Commission Operations & Maintenance <u>Fund</u>	Restricted Purposes <u>Fund</u>	Audit <u>Fund</u>	Liability, Protection & Settlement <u>Fund</u>
Beginning Balance						
Budgeted Revenues						
Budgeted Expenditures						
Budgeted Transfers from (to) Other Funds						
Budgeted Ending Balance						
	<u>Debt Service</u>		<u>Capital Projects</u>		<u>Proprietary Fund</u>	
	Bond and Interest <u>Fund</u>	Public Building Commission <u>Rental Fund</u>	Operations & Maintenance Fund <u>(Restricted)</u>	Building Bond Proceeds <u>Fund</u>	Auxiliary Enterprises <u>Fund</u>	
Beginning Balance						
Budgeted Revenues						
Budgeted Expenditures						
Budgeted Transfers from (to) Other Funds						
Budgeted Ending Balance						
The Official Budget which is accurately summarized in this document was approved by the Board of Trustees on_____.						
						Date
ATTEST: _____						
Secretary, Board of Trustees						

## SUMMARY OF FISCAL YEAR 20XX ESTIMATED REVENUES

District \_\_\_\_\_ Dist. No. \_\_\_\_\_ Year Ended \_\_\_\_\_

	Education	Operations and Maintenance	Public Building Commission Operation and Maintenance	Total Operating
<u>OPERATING REVENUES BY SOURCE</u>	<u>Fund</u>	<u>Fund</u>	<u>Fund</u>	<u>Funds</u>
<i>Local Government</i>				
Local Taxes				
Corporate Personal Property				
Replacement Taxes				
Chargeback Revenue				
Other (List)	_____	_____	_____	_____
TOTAL LOCAL GOVERNMENT	_____	_____	_____	_____
<i>State Government</i>				
ICCB Base Operating Grants				
ICCB Equalization Grants				
ICCB-Career and Technical Education				
ICCB-Adult Education				
Other (List)	_____	_____	_____	_____
TOTAL STATE GOVERNMENT	_____	_____	_____	_____
<i>Federal Government</i>				
Dept. of Education				
Dept. of Labor				
Dept. of Health and Human				
Services				
Other (List)	_____	_____	_____	_____
TOTAL FEDERAL GOVERNMENT	_____	_____	_____	_____
<i>Student Tuition and Fees</i>				
Tuition				
Fees				
Other Student Assessments	_____	_____	_____	_____
TOTAL TUITION AND FEES	_____	_____	_____	_____
<i>Other Sources</i>				
Sales and Service Fees				
Facilities Revenue				
Investment Revenue				
Nongovernmental Grants				
Other (List)	_____	_____	_____	_____
TOTAL OTHER SOURCES	_____	_____	_____	_____
TOTAL 20__ BUDGETED REVENUE	_____	_____	_____	_____
<i>Less Nonoperating Items*</i>				
Instructional Service				
Contract Revenue				
ADJUSTED REVENUE	=====	=====	=====	=====

\*Interdistrict revenues that do not generate related local district credit hours are subtracted to allow for statewide comparisons.

## SUMMARY OF FISCAL YEAR 20XX OPERATING BUDGETED EXPENDITURES

	<u>Education Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Public Building Commission Operation and Maintenance Fund</u>	<u>Total Operating Funds</u>	<u>%</u>
<b><u>BY PROGRAM</u></b>					
Instruction					
Academic Support					
Student Services					
Public Service/Continuing Education					
Organized Research					
Auxiliary Services					
Operation & Maint. of Plant					
Institutional Support					
Scholarships, Student Grants, and Waivers	_____	_____	_____	_____	_____
INTERFUND TRANSFERS	_____	_____	_____	_____	_____
TOTAL 20 BUDGETED EXPENDITURES	_____	_____	_____	_____	_____
<i>Less Nonoperating Items*</i>					
Tuition Chargeback					
Instructional Service Contracts	_____	_____	_____	_____	_____
ADJUSTED EXPENDITURES	=====	=====	=====	=====	=====
<b><u>BY OBJECT</u></b>					
Salaries					
Employee Benefits					
Contractual Services					
General Materials & Supplies					
Travel and Conference/ Meeting Expenses					
Fixed Charges					
Utilities					
Capital Outlay					
Other					
Provision for Contingency	_____	_____	_____	_____	_____
INTERFUND TRANSFERS	_____	_____	_____	_____	_____
TOTAL 20 BUDGETED EXPENDITURES	_____	_____	_____	_____	_____
<i>Less Nonoperating Items*</i>					
Instructional Service Contracts	_____	_____	_____	_____	_____
ADJUSTED EXPENDITURES	=====	=====	=====	=====	=====

\*Interdistrict expenses that do not generate related local college credit hours are subtracted to allow for statewide comparisons.

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>EDUCATION FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTRUCTION		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
ACADEMIC SUPPORT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
STUDENT SERVICES		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
PUBLIC SERVICE/CONTINUING EDUCATION		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
ORGANIZED RESEARCH		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
AUXILIARY SERVICES		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		

FISCAL YEAR 20XX BUDGETED EXPENDITURES  
(Continued)

<u>EDUCATION FUND</u>	<u>Appropriations</u>	<u>Totals</u>
OPERATION AND MAINTENANCE OF PLANT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
INSTITUTIONAL SUPPORT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
Provision for Contingency		
SCHOLARSHIPS, STUDENT GRANTS, AND WAIVERS		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>OPERATION AND MAINTENANCE FUND</u>	<u>Appropriations</u>	<u>Totals</u>
OPERATION AND MAINTENANCE OF PLANT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
INSTITUTIONAL SUPPORT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
Provision for Contingency		
INTERFUND TRANSFERS		
GRAND TOTAL		



## FISCAL YEAR 20XX BUDGETED EXPENDITURES

PUBLIC BUILDING COMMISSION		
<u>OPERATION AND MAINTENANCE FUND</u>		
	<u>Appropriations</u>	<u>Totals</u>
OPERATION AND MAINTENANCE OF PLANT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
INSTITUTIONAL SUPPORT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
Provision for Contingency		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED REVENUES

OPERATIONS AND MAINTENANCE FUND  
(Restricted)RevenuesTotals

Local Governmental Sources

Federal Governmental Sources

Other Sources

Student Tuition and Fees

Sales and Service Fees

Facilities Revenue

Investment Revenue

Nongovernmental Gifts, Scholarships,  
Grants, and Grants, and Bequests

Other

INTERFUND TRANSFERS

GRAND TOTAL

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

OPERATIONS AND MAINTENANCE FUND  
(Restricted)AppropriationsTotals

INSTITUTIONAL SUPPORT

Salaries

Employee Benefits

Contractual Services

General Materials and Supplies

Travel and Conference/Meeting Expenses

Fixed Charges

Utilities

Capital Outlay

Other

Provision for Contingency

INTERFUND TRANSFERS

GRAND TOTAL

## FISCAL YEAR 20XX BUDGETED REVENUES

<u>BUILDING BOND PROCEEDS FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Bond Proceed		
Other (Specify)		
State Governmental Sources		
Federal Governmental Sources		
Other Sources		
Sales and Service Fees		
Facilities Revenue		
Investment Revenue		
Nongovernmental Gifts, Grants, and Bequests		
Other (Specify)		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>BUILDING BOND PROCEEDS FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other (Specify)		
Provision for Contingency		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED REVENUES

<u>AUXILIARY ENTERPRISES FUND</u>	<u>Revenues</u>	<u>Totals</u>
Sales and Service Fee Sources		
Investment Revenue Sources		
Nongovernmental Gifts, Grants, and Bequests Sources		
Other Sources (Specify)		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>AUXILIARY ENTERPRISES FUND</u>	<u>Appropriations</u>	<u>Totals</u>
STUDENT SERVICES		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other (Specify)		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED REVENUES

<u>BOND AND INTEREST FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Local Taxes		
Corporate Personal Property		
Replacement Taxes (CPPRT)		
Chargeback Revenue		
Other (Specify)		
State Sources		
Other Sources		
Investment Revenue		
Other (Specify)		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>BOND AND INTEREST FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Debt Principal Retirement		
Interest (on Bonds)		
Other Fixed Charges (Specify)		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED REVENUES

<u>PUBLIC BUILDING COMMISSION RENTAL FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Local Taxes		
Corporate Personal Property		
Replacement Taxes (CPPRT)		
Chargeback Revenue		
Other (Specify)		
State Sources		
Other Sources		
Investment Revenue		
Other (Specify)		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>PUBLIC BUILDING COMMISSION RENTAL FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Rental--Facilities		
Other Fixed Charges (Specify)		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED REVENUES

<u>RESTRICTED PURPOSES FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
State Governmental Sources		
ICCB Special Initiative Grant		
Other ICCB Grants		
Department of Corrections		
ISBE Grants		
Department of Veterans Affairs		
Illinois Student Assistance Commission		
Other Illinois Governmental Sources		
Federal Governmental Sources		
Department of Education		
Department of Labor		
Department of Health and Human Services		
Other Federal Governmental Sources		
Other Sources		
Student Tuition and Fees Sales and		
Service Fees Facilities Revenue		
Investment Revenue		
Nongovernmental Gifts, Scholarships, Grants, and		
Bequests		
Other Revenue		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

RESTRICTED PURPOSES FUNDAppropriationsTotals

## INSTRUCTION

General Materials and Supplies  
 Travel and Conference/Meeting Expenses Fixed  
 Charges  
 Utilities  
 Capital Outlay  
 Other

## ACADEMIC SUPPORT

Salaries  
 Employee Benefits Contractual Services  
 General Materials and Supplies  
 Travel and Conference/Meeting Expenses Fixed  
 Charges  
 Utilities  
 Capital Outlay Other

## STUDENT SERVICES

Salaries  
 Employee Benefits Contractual Services  
 General Materials and Supplies  
 Travel and Conference/Meeting Expenses Fixed  
 Charges  
 Utilities  
 Capital Outlay Other

## PUBLIC SERVICE/CONTINUING EDUCATION

Salaries  
 Employee Benefits Contractual Services  
 General Materials and Supplies  
 Travel and Conference/Meeting Expenses Fixed  
 Charges  
 Utilities  
 Capital Outlay Other

## ORGANIZED RESEARCH

Salaries  
 Employee Benefits Contractual Services  
 General Materials and Supplies  
 Travel and Conference/Meeting Expenses Fixed  
 Charges  
 Utilities  
 Capital Outlay Other



# FISCAL YEAR 20XX BUDGETED EXPENDITURES

(Continued)

<u>RESTRICTED PURPOSES FUND</u>	<u>Appropriations</u>	<u>Totals</u>
AUXILIARY SERVICES		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
OPERATION AND MAINTENANCE OF PLANT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
INSTITUTIONAL SUPPORT		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
Provision for Contingency		
SCHOLARSHIPS, STUDENT GRANTS, AND WAIVERS		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expenses		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
Financial Aid		
INTERFUND TRANSFERS		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED REVENUES

<u>AUDIT FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Local Taxes		
Chargeback Revenue		
Other (Specify)		
Other Sources		
Investment Revenue		
Other (Specify)		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>AUDIT FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Contractual Services		
Audit Services		
Consultants		
Architectural Services		
Maintenance Services		
Legal Services		
Office Services		
Instructional Service Contracts		
Other Contractual Services		
Other (Specify)		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED REVENUES

<u>LIABILITY, PROTECTION, AND SETTLEMENT FUND</u>	<u>Revenues</u>	<u>Totals</u>
Local Governmental Sources		
Local Taxes		
Chargeback Revenue		
Other (Specify)		
Other Sources		
Investment Revenue		
Other (Specify)		
GRAND TOTAL		

## FISCAL YEAR 20XX BUDGETED EXPENDITURES

<u>LIABILITY, PROTECTION, AND SETTLEMENT FUND</u>	<u>Appropriations</u>	<u>Totals</u>
INSTITUTIONAL SUPPORT		
Employee Benefits		
Fixed Charges		
Other (Specify)		
GRAND TOTAL		

## Appendix B3

## CERTIFICATE OF TAX LEVY

Community College District No. \_\_\_\_\_ County(ies) \_\_\_\_\_

Community College District Name: \_\_\_\_\_ and State of Illinois

**We hereby certify that we require:**

the sum of \$ \_\_\_\_\_ to be levied as a tax for educational purposes (110 ILCS 805/3-1), and

the sum of \$ \_\_\_\_\_ to be levied as a tax for operations and maintenance purposes (110 ILCS 805/3-1), and

the sum of \$ \_\_\_\_\_ to be levied as an additional tax for educational and operations and maintenance purposes (110 ILCS 805/3-14.3) , and

the sum of \$ \_\_\_\_\_ to be levied as a special tax for purposes of the Local Governmental and Governmental Employees Tort Immunity Act (745 ICLS 10/9-107), and

the sum of \$ \_\_\_\_\_ to be levied as a special tax for Social Security and Medicare insurance purposes (40 ILCS 5/21-110 and 5/21-110.1), and

the sum of \$ \_\_\_\_\_ to be levied as a special tax for financial audit purposes (50 ILCS 310/9), and

the sum of \$ \_\_\_\_\_ to be levied as a special tax for protection, health, and safety purposes (110 ILCS 805/3-20.3.01), and

the sum of \$ \_\_\_\_\_ to be levied as a special tax for (specify) \_\_\_\_\_ purposes, on the taxable property of our community college district for the year 20\_\_.

Signed this \_\_\_\_ day of \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Chairman of the Board of Said Community College District\_\_\_\_\_  
Secretary of the Board of Said Community College District

When any community college district is authorized to issue bonds, the community college board shall file in the office of the county clerk in which any part of the community college district is situated a certified copy of the resolution providing for their issuance and levying a tax to pay them. The county clerk shall each year during the life of a bond issue extend the tax for bonds and interest set forth in the certified copy of the resolution. Therefore, to avoid a possible duplication of tax levies, the community college board should not include in its annual tax levy a levy for bonds and interest.

Number of bond issues of said community college district which have not been paid in full \_\_\_\_\_.

This certificate of tax levy shall be filed with the county clerk of each county in which any part of the community college district is located on or before the last Tuesday in December.

-----  
(DETACH AND RETURN TO COMMUNITY COLLEGE DISTRICT)

This is to certify that the Certificate of Tax Levy for Community College District No. \_\_\_\_\_ County(ies) of \_\_\_\_\_ and State of Illinois on the equalized assessed value of all taxable property of said community college district for the year 20\_\_ was filed in the office of the County Clerk of this county on \_\_\_\_\_, 20\_\_.

In addition to an extension of taxes authorized by levies made by the board of said community college district an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon. The total amount, as approved in the original resolution(s), for said purpose for the year 20\_\_ is \$ \_\_\_\_\_.

\_\_\_\_\_  
Date\_\_\_\_\_  
County Clerk and County

Appendix B4

STATE OF ILLINOIS  
COMMUNITY COLLEGE DISTRICT #XXX

Annual Financial Report for Fiscal Year 20XX

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District

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Street Address

---

City

(District Name)

# ANNUAL FINANCIAL REPORT

## For the Fiscal Year Ended 20XX

Community College District No. \_\_\_\_\_ Counties \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, State of Illinois

Total District Assessed Valuation: \$ \_\_\_\_\_

Total District Bonded Debt: \$ \_\_\_\_\_

Tax Revenues:	<u>Extensions</u>	<u>Rates</u>
Education Fund	\$ _____	_____ ¢
Operations and Maintenance Fund	\$ _____	_____ ¢
Bond and Interest Fund	\$ _____	_____ ¢
Liability, Protection, and Settlement Fund	\$ _____	_____ ¢
Audit Fund	\$ _____	_____ ¢
Public Building Commission		
Operation and Maintenance Fund	\$ _____	_____ ¢
Operation and Maintenance Fund (Restricted)		
(Protection, Health, and Safety Levy)	\$ _____	_____ ¢
Public Building Commission Rental Fund	\$ _____	_____ ¢

# STATEMENT OF REVENUE AND EXPENDITURES

## For the Fiscal Year Ended 20XX

	<u>Education Fund</u>	<u>Operations &amp; Maintenance Fund</u>	<u>Bond &amp; Interest Fund</u>	<u>Other Tax Funds</u>
<u>AUDITED REVENUE BY SOURCE</u>				
Local Government				
Local Taxes	_____	_____	_____	_____
Corporate Personal Property				
Replacement Taxes	_____	_____	_____	_____
Chargeback Revenue	_____	_____	_____	_____
Other (List)	_____	_____	_____	_____
TOTAL LOCAL GOVERNMENT	_____	_____	_____	_____
State Government				
ICCB Base Operating Grants	_____	_____	_____	_____
ICCB Equalization Grants	_____	_____	_____	_____
ICCB Career and Technical				
Education Grant	_____	_____	_____	_____
All Other ICCB Grants	_____	_____	_____	_____
Other (List)	_____	_____	_____	_____
TOTAL STATE GOVERNMENT	_____	_____	_____	_____

	<u>Education Fund</u>	<u>Operations &amp; Maintenance Fund</u>	<u>Bond &amp; Interest Fund</u>	<u>Other Tax Funds</u>
Federal Government				
Dept. of Education	_____	_____	_____	_____
Dept. of Labor	_____	_____	_____	_____
Dept. of Health and Human Services	_____	_____	_____	_____
Other (List)	_____	_____	_____	_____
 TOTAL FEDERAL GOVERNMENT	_____	_____	_____	_____
Student Tuition & Fees				
Tuition	_____	_____	_____	_____
Fees	_____	_____	_____	_____
Other Student Assessments	_____	_____	_____	_____
 TOTAL TUITION AND FEES	_____	_____	_____	_____
Other Sources				
Sales and Service Fees	_____	_____	_____	_____
Facilities Revenue	_____	_____	_____	_____
Investment Revenue	_____	_____	_____	_____
Nongovernmental Grants	_____	_____	_____	_____
Other (List)	_____	_____	_____	_____
 TOTAL OTHER SOURCES	_____	_____	_____	_____
 TOTAL REVENUE	=====	=====	=====	=====

AUDITED EXPENDITURES BY PROGRAM

Instruction	_____	_____	_____	_____
Academic Support	_____	_____	_____	_____
Student Services	_____	_____	_____	_____
Public Services/Continuing Education	_____	_____	_____	_____
Organized Research	_____	_____	_____	_____
Auxiliary Enterprises	_____	_____	_____	_____
Operation & Maintenance of Plant	_____	_____	_____	_____
Scholarships, Student Grants, and Waivers	_____	_____	_____	_____
Institutional Support	_____	_____	_____	_____
 TOTAL EXPENDITURES	=====	=====	=====	=====
 TRANSFERS	_____	_____	_____	_____
 Excess (or Deficiency) of Revenue over Expenditures	_____	_____	_____	_____
 BEGINNING FUND BALANCE as of July 1, 20__	_____	_____	_____	_____
 ENDING FUND BALANCE as of June 30, 20__	=====	=====	=====	=====

Along with the financial statement, the college will publish in brief narrative form a description of the programs offered, a statement of the goals of the college, and the following student and staff data:

Annual Enrollment Data by Semester or Quarter, Including the Summer Term:

Headcount \_\_\_\_\_ Full-time Equivalent \_\_\_\_\_

Staff Data by Program: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_



## Appendix B5

## Illinois Community College Board

## COMMUNITY COLLEGE TREASURER' S BOND

Community College District Name: \_\_\_\_\_ Dist. No. \_\_\_\_\_

County(ies): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, and State of Illinois.

We, \_\_\_\_\_ and \_\_\_\_\_  
 are obligated, jointly and severally, the Board of Community College District No. \_\_\_\_\_ County or (Counties) of  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and State of Illinois in the penal  
 sum of \_\_\_\_\_ dollars, for the payment of which we obligate ourselves, our heirs, executors and  
 administrators.

Dated this \_\_\_\_ day of \_\_\_\_\_, 20XX.

The condition of this obligation is such that if \_\_\_\_\_ treasurer in the district above stated, faithfully  
 discharges the duties of his or her office, according to law, and delivers to his or her successor in office, after  
 that successor has qualified by giving bond as provided by law, all monies, books, papers, securities and property,  
 which shall come into his or her possession or control, as such treasurer, from the date of his or her bond up  
 to the time that his or her successor has qualified as treasurer, by giving such bond as is required by law, then  
 this obligation to be void; otherwise to remain in full force and effect.

Signed: \_\_\_\_\_

Approved and accepted by the Board of Community College District No. \_\_\_\_\_ County or (Counties) of  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and State of Illinois.

By \_\_\_\_\_ Chairman \_\_\_\_\_ Secretary

Appendix C  
**RECOMMENDED AUDIT SCHEDULE FORMAT**

ABC Community College  
Community College District #XXX  
Anywhere, Illinois

AUDITOR' S REPORT

As of June 30, 20XX

CPA Firm  
Anywhere, Illinois

ABC Community College  
Community College District XXX

Documentation to be provided in the annual audit:

- Independent Auditor's Report
- Financial Section
- General Purpose Financial Statements – Combined Statements Overview
- Management Discussion and Analysis
- Statement of Net Assets
- Statement of Revenue, Expenses, and Changes in Net Assets
- Statement of Cash Flows
- Notes to Financial Statements
- Supplemental Financial Statements
- General Purpose Financial Statements – Combined Statements Overview
- Combined Balance Sheet – All Fund Types
- Combined Statement of Revenues, Expenditures, and Changes in Fund Balances – All Governmental Fund Types
- Combined Statement of Revenues, Expenses, and Changes in Fund Balance – Budget and Actual Proprietary Fund Type, and Similar Trust Funds – Retained Earnings
- Combined Statement of Cash Flows – Proprietary Fund Type and Similar Trust Funds
- Governmental Fund Types
- Combining Balance Sheet – General Funds
- Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – General Funds
- Combining Balance Sheet – Special Revenue Funds
- Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Special Revenue Funds
- Combining Balance Sheet – Debt Service Fund
- Combining Statement of Revenues, Expenditures, and Change in Fund Balances – Debt Service Fund
- Combining Balance Sheet – Capital Projects Funds
- Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Capital Project Funds
- Proprietary Fund Types
- Combining Balance Sheet – Proprietary Funds
- Combining Statement of Revenues, Expenses, and Changes in Retained Earnings – Proprietary Funds
- Combining Statement of Cash Flows – Proprietary Funds
- Fiduciary Fund Type
- Combining Balance Sheet – Fiduciary Funds
- Combining Statement of Revenues, Expenses, and Changes in Fund Balance – Fiduciary Funds
- Combining Statement of Cash Flows – Fiduciary Funds
- Fixed Assets
- Summary of Changes in General Fixed Assets
- Supplemental Financial Information
- Assessed Valuations and Taxes Extended
- Summary of Taxes Receivable and Tax Collections

ABC Community College  
Community College District XXX

Documentation to be provided in the annual audit: (Continued)

- Schedule of Debt Maturities – Governmental Fund Types
- Schedule of Legal Debt Margin
- Uniform Financial Statement
- ICCB State Grants Financial Compliance Section
- Independent Auditor's Report on Compliance with State Requirements for Career and Technical Education and Adult Education and Family Literacy Grants
- Adult Education and Family Literacy Program
- Balance Sheet
- Statement of Revenues, Expenditures, and Changes in Fund Balance
- ICCB Compliance Statement for the Adult Education and Family Literacy Grant
- Career and Technical Education Program
- Balance Sheet
- Statement of Revenues, Expenditures, and Changes in Fund Balance
- Notes to Financial Statements (Refer to GASB statement 34)
- Independent Auditor's Report on the Schedule of Enrollment Data and Other Bases Upon Which Claims are Filed
- Schedule of Enrollment Data and Other Bases Upon Which Claims are Filed
- Reconciliation of total Reimbursable Semester Credit Hours
- Documentation of Residency Verification Steps
- Summary of Assessed Valuations
- Background Information on State Grant Activity
- Annual Federal Financial Compliance Section
- Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards
- Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by OMB Circular A-133
- Schedule of Federal Financial Assistance
- Background Information on ICCB Adult Education and Family Literacy and Perkins Activities\

The independent auditor should express their opinion (or disclaim an opinion) as to whether the financial statements present fairly the financial position, and results of operation of the various funds of the district in conformity with generally accepted accounting principles consistently applied. Following is a sample of an Unqualified Audit Opinion Report:

## MANAGEMENT DISCUSSION AND ANALYSIS GUIDELINES

A management discussion and analysis would be presented in the audit report. The following is not intended to be an actual Management, Discussion, and Analysis (MD&A) Section but serves to identify the parameters for information to be communicated in an MD&A.

Previously optional, the MD&A is now required supplementary information in addition to the institution's financial statements. The MD&A should come after the financial statements in the audit. It should include a brief, objective, and easily readable analysis of the institution's financial activities based on currently known facts, decisions, or conditions. Additionally, current year results should be compared to prior year results, with an emphasis on the current year. Both positive and negative elements of the institution's financial position and operating results should be discussed. Use of charts, graphs, and tables are encouraged to visually enhance the reader's understanding of the document. Finally, the requirements of the MD&A have intentionally been kept general to encourage the reporting of only relevant information and discouraging standardized discussions.

### Minimum Requirements

Analysis comparing current and prior year, including causes of significant changes in financial statement amounts.

- Includes both reasons for and amounts of changes.
- Includes important economic factors that significantly affect yearly outcomes.

### Factors To Be Compared

- Total assets, distinguishing between capital and other assets.
- Total liabilities, distinguishing between long-term and other debt.
- Total net assets, distinguishing between amounts invested in capital assets, (net of related debt), restricted amounts, and unrestricted amounts.
- Program revenues, by major source.
- General revenues, by major source.
- Total revenues.
- Program expenses (at a minimum by function).
- Total expenses.
- Excess (deficiency) before contributions to term and permanent endowments or permanent fund principal, special and extraordinary items and transfers.
- Contributions.
- Special and extraordinary items.
- Change in net assets.
- Ending net assets.

## **SUPPLEMENTAL FINANCIAL STATEMENTS**

ABC Community College  
Community College District #XXX

COMBINED BALANCE SHEET

ALL FUND TYPES  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>Governmental Fund Types</u>				<u>Proprietary Fund Type</u>	<u>Fiduciary Fund Types</u>	<u>Total</u>
Special	Debt	Capital				
<u>General</u>	<u>Revenue</u>	<u>Service</u>	<u>Projects</u>	<u>Enterprise</u>	<u>Trust and Agency Funds</u>	<u>Memorandum Only</u>
ASSETS						
Cash						
Investments						
Accounts Receivable:						
Taxes						
Government Claims						
Student Loans						
Other Receivables						
Due From Other Funds						
Inventories						
Deferred Expense						
Fixed Assets						
Balance Available in Debt Service Fund						
To Retire Bonds and Pay Interest						
Amount to be Provided by Further Tax						
Levies to Retire Bonds and Pay Interest						
TOTAL ASSETS						



ABC Community College  
Community College District #1

COMBINED STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES

ALL GOVERNMENTAL FUND TYPES  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>Governmental Fund Types</u>			<u>Total</u>
<u>Special</u>	<u>Debt</u>	<u>Capital</u>	<u>(Memorandum</u>
<u>General Revenue</u>	<u>Service</u>	<u>Projects</u>	<u>Only)</u>

Revenues:

Local Government  
State Government  
Federal Government  
Tuition and Fees  
Other Sources

TOTAL REVENUE

Expenditures:

Instruction  
Academic Support  
Student Services  
Public Service/Continuing Education  
Organized Research  
Auxiliary Services  
Operation and Maintenance of Plant  
Institutional Support  
Scholarships, Student Grants, and Waivers

TOTAL EXPENDITURES

Excess Revenue Over (Under) Expenditures

Transfer From (To) Other Funds

Excess Revenue Over (Under)

Expenditures and Transfers

Fund Balance July 1, 20XX

Fund Balance June 30, 20XX

See Notes to Financial Statements.

ABC Community College  
Community College District #1

COMBINED STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES  
IN FUND BALANCE - BUDGET AND ACTUAL

ALL BUDGETED GOVERNMENTAL FUND TYPES  
FOR THE YEAR ENDED JUNE 30, 20XX

	<u>General</u>	<u>Special Revenue</u>	<u>Debt Service</u>	<u>Capital Projects</u>
	<u>Budget Actual</u>	<u>Budget Actual</u>	<u>Budget Actual</u>	<u>Budget Actual</u>
Revenues:				
Local Government				
State Government				
Federal Government				
Tuition and Fees				
Other Sources				
 TOTAL REVENUE				
Expenditures:				
Instruction				
Academic Support				
Student Services				
Public Service/Continuing Education				
Organized Research				
Auxiliary Services				
Operation and Maintenance of Plant				
Institutional Support				
Scholarships, Student Grants, and Waivers				
 TOTAL EXPENDITURES				
Excess Revenue Over (Under) Expenditures				
Transfer From (To) Other Funds				
Excess Revenue Over (Under) Expenditures and Transfers				
Fund Balance July 1, 20XX				
Fund Balance June 30, 20XX				
See Notes to Financial Statements.				

ABC Community College  
Community College District #XXX

COMBINED STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND BALANCE

BUDGET AND ACTUAL, PROPRIETARY FUND TYPE, AND SIMILAR TRUST FUNDS  
RETAINED EARNINGS  
FOR THE YEAR ENDED JUNE 30, 20XX

	<u>Fiduciary Fund Type</u> <u>Nonexpendable Trust</u> <u>Actual Budget</u>	<u>Proprietary Fund Type</u> <u>Enterprise Fund</u> <u>Actual Budget</u>
Operating Revenues:		
Sales and Service Fees		
Other Sources		
 TOTAL OPERATING REVENUE		
Operating Expenses:		
Salaries		
Employee Benefits		
Contractual Services		
General Materials and Supplies		
Travel and Conference/Meeting Expense		
Fixed Charges		
Utilities		
Capital Outlay		
Other		
 TOTAL OPERATING EXPENSES		
 OPERATING INCOME		
Nonoperating Revenues (Expenses)		
Interest		
Bond Proceeds		
Other		
 TOTAL NONOPERATING REVENUES (EXPENSES)		
 NET INCOME		
 Retained Earnings July 1, 20XX		
 Retained Earnings June 30, 20XX		
 See Notes to Financial Statements.		

ABC Community College  
Community College District #XXX

COMBINED STATEMENT OF CASH FLOWS

PROPRIETARY FUND TYPE AND SIMILAR TRUST FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

	<u>Proprietary Fund Types</u>	<u>Fiduciary Funds</u>
Cash Flows from Operating Activities:		
Cash Received from Customers		
Cash Payment to Suppliers and Others		
Cash Payment to Employees for Services		
NET CASH PROVIDED BY (USED FOR) OPERATING ACTIVITIES		
Cash Flows from Noncapital Financing Activities:		
Operating Transfers Out		
Operating Transfers In		
Change Due from/to Other Funds		
NET CASH PROVIDED BY (USED FOR) NONCAPITAL FINANCING ACTIVITIES		
Cash Flows from Investing Activities:		
Interest on Investments		
Net Increase (Decrease) in Cash and Equivalents		
Cash and Equivalents at July 1, 20XX		
CASH AND EQUIVALENTS AT JUNE 30, 20XX		
Reconciliation of Operating Income to Net Cash Provided by (Used for) Operating Activities:		
Operating Income (Loss)		
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by (Used for) Operating Activities:		
Increase/Decrease in Inventory		
Increase/Decrease in Accounts Receivable and Other		
Increase/Decrease in Accounts Payable		
Increase/Decrease in Accrued Payroll and Other Liabilities		
TOTAL ADJUSTMENTS		
NET CASH PROVIDED BY (USED FOR) OPERATING ACTIVITIES		

ABC Community College  
Community College District #XXX

COMBINING BALANCE SHEET

GOVERNMENTAL FUND TYPES - GENERAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

	<u>Education Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Public Bldg. Commission Operation and Maintenance Fund</u>	<u>Total General Fund</u>
ASSETS				
Cash				
Investments				
Accounts Receivable				
Property Taxes				
Governmental Claims				
Other Receivables				
Due From Other Funds				
Inventories				
Deferred Expenditures				
 TOTAL ASSETS	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
LIABILITIES AND FUND BALANCE				
Accounts Payable				
Accrued Expenditures				
Deferred Revenue				
Due To Other Funds				
 TOTAL LIABILITIES				
Fund Balance				
Reserved				
Unreserved				
 TOTAL FUND BALANCE				
 TOTAL LIABILITIES AND FUND BALANCE	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>

ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUND TYPES - GENERAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>REVENUE</u>	<u>Education Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Public Bldg. Commission Operation and Maintenance Fund</u>	<u>Total</u>
Local Government Sources:				
Current Property Taxes				
Corporate Personal Property				
Replacement Taxes				
Chargeback Revenues				
Other Local Government Sources				
State Government Sources:				
ICCB State Grants				
Department of Corrections				
Illinois State Board of Education				
Department of Veteran' s Affairs				
IL Student Assistance Commission				
Other State Government Sources				
Federal Government Sources:				
Department of Education				
Department of Labor				
Department of Health and Human Services				
Other Federal Government Sources				
Other Sources:				
Student Tuition and Fees				
Facilities Revenue				
Investment Revenue				
Nongovernmental Gifts,				
Grants, and Bequests	_____	_____	_____	_____
TOTAL REVENUE	=====	=====	=====	=====

EXPENDITURES

Instruction  
Academic Support  
Student Services  
Public Service/Continuing Education  
Institutional Support  
Scholarships, Student Grants,  
and Waivers

UPON THE DISCRETION OF THE COMMUNITY  
COLLEGE DISTRICT AND ITS EXTERNAL  
AUDITOR, EXPENDITURES BY OBJECT MAY  
BE REPORTED BENEATH EACH PROGRAM  
EXPENDITURE TOTAL.

TOTAL EXPENDITURES

_____	_____	_____	_____
_____	_____	_____	_____

ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUND TYPES - GENERAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX\_\_  
(Continued)

<u>REVENUE</u>	<u>Education Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Public Bldg. Commission Operation and Maintenance Fund</u>	<u>Total</u>
Excess Revenue Over (Under) Expenditures	_____	_____	_____	_____
Transfer From (To) Other Funds	_____	_____	_____	_____
Excess Revenue Over (Under) Expenditures and Transfers	_____	_____	_____	_____
Fund Balance July 1, 20XX	_____	_____	_____	_____
Fund Balance June 30, 20XX	=====	=====	=====	=====

ABC Community College  
Community College District #XXX

COMBINING BALANCE SHEET

GOVERNMENTAL FUND TYPES - SPECIAL REVENUE FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX\_\_

<u>ASSETS</u>	<u>Restricted Purposes Fund</u>	<u>Audit Fund</u>	<u>Liability, Protection, and Settlement Fund</u>	<u>Total Special Revenue Fund</u>
Cash				
Investments				
Accounts Receivable				
Property Taxes				
Governmental Claims				
Other Receivables				
Due From Other Funds				
Deferred Expenditures				
 TOTAL ASSETS	 =====	 =====	 =====	 =====
 <u>LIABILITIES AND FUND BALANCE</u>				
Accounts Payable				
Accrued Expenditures				
Deferred Revenue				
Due to Other Funds				
 TOTAL LIABILITIES	 =====	 =====	 =====	 =====
Fund Balance				
Reserved				
Unreserved				
 TOTAL FUND BALANCE	 =====	 =====	 =====	 =====
 TOTAL LIABILITIES AND FUND BALANCE	 =====	 =====	 =====	 =====



ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUND TYPES - SPECIAL REVENUE FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>REVENUE</u>	<u>Restricted Purposes Fund</u>	<u>Audit Fund</u>	<u>Liability, Protection, and Settlement Fund</u>	<u>Total Special Revenue Fund</u>
Local Government Sources:				
Current Property Taxes				
Corporate Personal Property				
Replacement Taxes				
Chargeback Revenues				
Other Local Government Sources				
State Government Sources:				
ICCB State Grants				
Department of Corrections				
Illinois State Board of Education				
Department of Veteran' s Affairs				
Illinois Student Assistance Commission				
Other State Government Sources				
Federal Government Sources:				
Department of Education				
Department of Labor				
Department of Health and Human Services				
Other Federal Government Sources				
Other Sources:				
Student Tuition and Fees				
Facilities Revenue				
Investment Revenue				
Nongovernmental Gifts, Grants, and Bequests				
TOTAL REVENUE	=====	=====	=====	=====

EXPENDITURES

Instruction  
Academic Support  
Student Services  
Public Service/Continuing Education  
Institutional Support  
Scholarships, Student Grants,  
and Waivers

UPON THE DISCRETION OF THE COMMUNITY COLLEGE  
DISTRICT AND ITS EXTERNAL AUDITOR, EXPENDITURES  
BY OBJECT MAY BE REPORTED BENEATH EACH  
PROGRAM EXPENDITURE TOTAL.

TOTAL EXPENDITURES	=====	=====	=====	=====
--------------------	-------	-------	-------	-------

ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUND TYPES - SPECIAL REVENUE FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX\_\_  
(Continued)

<u>REVENUE</u>	<u>Restricted Purposes Fund</u>	<u>Audit Fund</u>	<u>Liability, Protection, and Settlement Fund</u>	<u>Total Special Revenue Fund</u>
Excess Revenue Over (Under) Expenditures				
Transfer From (To) Other Funds				
Excess Revenue Over (Under) Expenditures and Transfers				
Fund Balance July 1, 20XX	_____	_____	_____	_____
Fund Balance June 30, 20XX	=====	=====	=====	=====

ABC Community College  
Community College District #XXX

COMBINING BALANCE SHEET

GOVERNMENTAL FUND TYPES - DEBT SERVICE FUND  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>ASSETS</u>	<u>Bond and Interest Fund (Construction Issue #7)</u>	<u>Bond and Interest Fund (Working Cash Issue #2)</u>	<u>Total Debt Service Fund</u>
Cash			
Investments			
Accounts Receivable			
Property Taxes			
Other Receivables			
Due from Other Funds			
Deferred Expenditures	_____	_____	_____
TOTAL ASSETS	=====	=====	=====
 <u>LIABILITIES AND FUND BALANCE</u>			
Accounts Payable			
Bond Principal			
Interest			
Deferred Revenue			
Due to Other Funds			
TOTAL LIABILITIES	_____	_____	_____
TOTAL FUND BALANCE	_____	_____	_____
TOTAL LIABILITIES AND FUND BALANCE	_____	_____	_____

ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUND TYPES - DEBT SERVICE FUND  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>REVENUE</u>	<u>Bond and Interest Fund (Construction Issue #7)</u>	<u>Bond and Interest Fund (Working Cash Issue #2)</u>	<u>Total Debt Service Fund</u>
Local Government Sources:			
Current Property Taxes			
Corporate Personal Property			
Replacement Taxes			
Chargeback Revenues			
Other Local Government Revenue			
State Government Sources:			
Other Sources:			
Investment Revenue			
Nongovernmental Gifts, Grants, and Bequests			
TOTAL REVENUE	=====	=====	=====
<u>EXPENDITURES</u>			
Institutional Support:			
Fixed Charges			
Bond Principal			
Interest and Fees			
TOTAL EXPENDITURES	_____	_____	_____
Excess Revenue Over (Under) Expenditures			
Transfer From (To) Other Funds			
Excess Revenue Over (Under) Expenditures and Transfers			
Fund Balance July 1, 20XX	_____	_____	_____
Fund Balance June 30, 20XX	_____	_____	_____

ABC Community College  
Community College District #XXX

COMBINING BALANCE SHEET

GOVERNMENTAL FUND TYPES - CAPITAL PROJECTS FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>ASSETS</u>	<u>Operations and Maintenance Fund (Restricted)</u>	<u>Building Bond Proceeds Fund (Library Construction)</u>	<u>Building Bond Proceeds Fund (P.E. Facility Construction)</u>	<u>Total Capital Projects Fund</u>
Cash				
Investments				
Accounts Receivable				
Property Taxes				
Other Accounts Receivable				
Due From Other Funds				
TOTAL ASSETS				
<u>LIABILITIES AND FUND BALANCE</u>				
Accounts Payable				
Accrued Expenditures				
Deferred Revenues				
TOTAL LIABILITIES				
TOTAL FUND BALANCE				
TOTAL LIABILITIES AND FUND BALANCE				

ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUND TYPES - CAPITAL PROJECTS FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>REVENUES</u>	<u>Operations and Maintenance Fund (Restricted)</u>	<u>Building Bond Proceeds Fund (Library Construction)</u>	<u>Building Bond Proceeds Fund (P.E. Facility Construction)</u>	<u>Total Capital Projects Fund</u>
-----------------	---	---	---	--

Local Government Sources:

Current Property Taxes  
Corporate Personal Property Replacement Taxes  
Chargeback Revenues  
Bond Proceeds  
Other Local Government Sources

State Government Sources:

ICCB State Grants  
Department of Corrections  
Illinois State Board of Education  
Department of Veteran' s Affairs  
Illinois Student Assistance Commission  
Other State Government Sources

Other Sources:

Student Tuition and Fees  
Facilities Revenue  
Investment Revenue  
Nongovernmental Gifts,  
Grants, and Bequests

TOTAL REVENUE

=====

EXPENDITURES

Salaries  
Employee Benefits  
Contractual Services  
General Materials and Supplies  
Travel and Conference/Meeting Expenses  
Fixed Charges  
Utilities  
Capital Outlay  
Other

TOTAL EXPENDITURES

=====

ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUND TYPES - CAPITAL PROJECTS FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX  
(Continued)

<u>REVENUES</u>	Operations and Maintenance Fund (Restricted)	Building Bond Proceeds Fund (Library Construction)	Building Bond Proceeds Fund (P.E. Facility Construction)	Total Capital Projects Fund
Excess Revenue Over (Under) Expenditures				
Transfers From (To) Other Funds				
Excess Revenue Over (Under) Expenditures and Transfers				
Fund Balance July 1, 20__	_____	_____	_____	_____
Fund Balance June 30, 20__	=====	=====	=====	=====

ABC Community College  
Community College District #XXX

## COMBINING BALANCE SHEET

PROPRIETARY FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>ASSETS</u>	<u>Auxiliary Enterprise Fund</u>		
	<u>Auxiliary Service</u>	<u>Book Store</u>	<u>Total</u>
Cash			
Accounts Receivable			
Inventory			
Fixed Assets (Net of Accumulated Depreciation)			
 TOTAL ASSETS	 =====	 =====	 =====
 <u>LIABILITIES AND RETAINED EARNINGS</u>			
Accounts Payable			
Accrued Expenses			
Deferred Revenue			
Other			
 TOTAL LIABILITIES	 _____	 _____	 _____
 RETAINED EARNINGS	 _____	 _____	 _____
 TOTAL LIABILITIES AND RETAINED EARNINGS	 =====	 =====	 =====



ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF  
REVENUES, EXPENSES, AND CHANGES IN RETAINED EARNINGS

PROPRIETARY FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

	<u>Auxiliary Enterprise Fund</u>		
<u>REVENUES</u>	<u>Auxiliary</u>	<u>Book Store</u>	<u>Total</u>
	<u>Service</u>		
Operating Revenue			
Student Tuition and Fees			
Facilities Revenue			
Investment Revenue			
TOTAL OPERATING REVENUE	_____	_____	_____
Operating Expenses			
Salaries			
Employee Benefits			
Contractual Services			
General Materials and Supplies			
Travel and Conference/Meeting Expenses			
Fixed Charges			
Utilities			
Capital Outlay			
Other	_____	_____	_____
TOTAL OPERATING EXPENSES	_____	_____	_____
OPERATING INCOME	_____	_____	_____
Nonoperating Revenue (Expenses)	_____	_____	_____
TOTAL NONOPERATING REVENUE (EXPENSES)	_____	_____	_____
NET INCOME	_____	_____	_____
Retained Earnings July 1, 20XX	_____	_____	_____
Retained Earnings June 30, 20XX	=====	=====	=====

ABC Community College  
Community College District #XXX

COMBINING STATEMENT OF CASH FLOWS

PROPRIETARY FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

	<u>Auxiliary Enterprise Fund</u>		
	<u>Auxiliary Service</u>	<u>Book Store</u>	<u>Total</u>
Cash Flows from Operating Activities:			
Cash Received from Customers			
Cash Payment to Suppliers and Others			
Cash Payment to Employees for Services	_____	_____	_____
NET CASH PROVIDED BY (USED FOR) OPERATING ACTIVITIES	_____	_____	_____
Cash Flows from Noncapital Financing Activities:			
Operating Transfers Out			
Operating Transfers In			
Change Due from/to Other Funds	_____	_____	_____
NET CASH PROVIDED BY (USED FOR) NONCAPITAL FINANCING ACTIVITIES	_____	_____	_____
Cash Flows from Investing Activities:			
Interest on Investments			
Net Increase (Decrease) in Cash and Equivalents			
Cash and Equivalents at July 1, 20XX	_____	_____	_____
CASH AND EQUIVALENTS AT JUNE 30, 20XX	=====	=====	=====
Reconciliation of Operating Income to Net Cash Provided by (Used for) Operating Activities:			
Operating Income (Loss)	_____	_____	_____
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by (Used for) Operating Activities:			
Increase/Decrease in Inventory			
Increase/Decrease in Accounts Receivable and Other			
Increase/Decrease in Accounts Payable			
Increase/Decrease in Accrued Payroll and Other Liabilities	_____	_____	_____
TOTAL ADJUSTMENTS	_____	_____	_____
NET CASH PROVIDED BY (USED FOR) OPERATING ACTIVITIES	=====	=====	=====

ABC Community College  
Community College District #XXX

COMBINING BALANCE SHEET

FIDUCIARY FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX\_\_

<u>ASSETS</u>	Nonexpendable	<u>Agency Funds</u>	<u>Total</u>
	<u>Trust</u> <u>Working Cash</u>		
Cash			
Investments			
Accounts Receivable			
Due From Other Funds			
TOTAL ASSETS			
<u>LIABILITIES AND FUND BALANCE</u>			
Liabilities			
Accounts Payable			
Accrued Expenses			
Due to Other Funds			
TOTAL LIABILITIES			
Fund Balance			
Reserved			
Unreserved			
TOTAL FUND BALANCE			
TOTAL LIABILITIES AND FUND BALANCE			

ABC Community College  
Community College District #XXX  
COMBINING STATEMENT OF REVENUES, EXPENSES,  
AND CHANGES IN FUND BALANCE  
FIDUCIARY FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

	Nonexpendable Trust Funds <u>Working Cash</u>
Operating Revenue:	
Local Government Bond Proceeds	
Interest Revenue	
 TOTAL OPERATING REVENUE	 _____
 TOTAL OPERATING EXPENSES	 _____
 NET INCOME	 _____
 Fund Balance July 1, 20__	 _____
 Fund Balance June 30, 20__	 =====

ABC Community College  
Community College District #XXX  
COMBINING STATEMENT OF CASH FLOWS  
FIDUCIARY FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX\_\_

	Nonexpendable Trust Funds <u>Working Cash</u>
Cash Flows from Operating Activities:	
Cash Received from Customers	
Cash Payment to Suppliers and Others	
Cash Payment to Employees for Services	_____
NET CASH PROVIDED BY (USED FOR) OPERATING ACTIVITIES	_____
Cash Flows from Noncapital Financing Activities:	
Operating Transfers Out	
Operating Transfers In	
Change Due from/to Other Funds	_____
NET CASH PROVIDED BY (USED FOR) NONCAPITAL FINANCING ACTIVITIES	_____
Cash Flows from Investing Activities:	
Interest on Investments	
Net Increase (Decrease) in Cash and Equivalents	
Cash and Equivalents at July 1, 20__	_____
CASH AND EQUIVALENTS AT JUNE 30, 20__	=====
Reconciliation of Operating Income to Net Cash Provided by (Used for) Operating Activities:	
Operating Income (Loss)	_____
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by (Used for) Operating Activities:	
Increase/Decrease in Inventory	
Increase/Decrease in Accounts Receivable and Other	
Increase/Decrease in Accounts Payable	
Increase/Decrease in Accrued Payroll and Other Liabilities	_____
TOTAL ADJUSTMENTS	_____
NET CASH PROVIDED BY (USED FOR) OPERATING ACTIVITIES	=====

ABC Community College  
Community College District #XXX

SUMMARY OF CHANGES IN GENERAL FIXED ASSETS  
FOR THE YEAR ENDED JUNE 30, 20XX\_\_

	Balance <u>July 1, 20XX</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 20XX</u>
Land				
Land Improvements				
Buildings				
Equipment	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
TOTAL	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>

## **SUPPLEMENTAL FINANCIAL INFORMATION**

ABC Community College  
Community College District #XXX

ASSESSED VALUATIONS AND TAXES EXTENDED

GOVERNMENTAL FUND TYPES  
LEVY YEARS 20XX, 20XX, and 20XX\_\_

	<u>20XX Levy</u>	<u>20XX Levy</u>	<u>20XX Levy</u>
Assessed Valuation (by county)			
County 1	_____	_____	_____
County 2	_____	_____	_____
Tax Rates (Per \$100 of Assessed Valuation)			
Education Fund			
Operations and Maintenance Fund			
Bond and Interest Fund			
Audit Fund			
Liability, Protection, and Settlement Fund	_____	_____	_____
TOTAL	=====	=====	=====
Taxes Extended			
Education Fund			
Operations and Maintenance Fund			
Bond and Interest Fund			
Audit Fund			
Liability, Protection, and Settlement Fund	_____	_____	_____
TOTAL	=====	=====	=====



ABC Community College  
Community College District #XXX

SUMMARY OF TAXES RECEIVABLE AND TAX COLLECTIONS

GOVERNMENTAL FUND TYPES  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>Levy Year</u>	<u>Assessed Valuation</u>	<u>Combined Rate</u>	<u>Total Collected to Taxes Extended</u>	<u>Collected During Year Ended June 30, 20XX</u>	<u>Total Collected to June 30, 20XX</u>	<u>Percent Collected June 30, 20XX</u>	<u>Allowance for Uncollectible June 30, 20XX</u>	<u>Balance After Taxes Allowance</u>
20XX	_____	_____	_____		_____	_____	_____	_____
	_____	_____						
20XX	_____	_____	_____		_____	_____	_____	_____
	_____	_____						
TOTAL	=====	=====	=====		=====	=====	=====	=====
	=====	=====						

20XX TAXES EXTENDED

	<u>Uncollected June 30, 20XX</u>	<u>Allowance for Uncollectible Taxes</u>	<u>Balance After Allowance</u>
Education Fund			
Operations and Maintenance Fund			
Bond and Interest Fund			
Liability, Protection, and Settlement Fund			
Audit Fund	_____	_____	_____
TOTAL	=====	=====	=====

ABC Community College  
Community College District #XXX  
SUMMARY OF ASSESSED VALUATIONS  
Most recent three years

<u>Tax Levy Year</u>	<u>Equalized Assessed Valuation</u>
20XX	
20XX	
20XX	
TOTAL	<hr/>

ABC Community College  
Community College District #XXX

SCHEDULE OF DEBT MATURITIES

GOVERNMENTAL FUND TYPES  
FOR THE YEAR ENDED JUNE 30, 20XX

	<u>Bond Number</u>	<u>Interest Rate</u>	<u>Amounts Due During Year</u>			<u>June 30, 20XX, Unpaid Principal Balance</u>
			<u>Principal</u>	<u>Interest</u>	<u>Total</u>	
20X2-20X3						
20X3-20X4						
20X4-20X5						
20X5-20X6						
20X6-20X7						
20X7-20X8						
20X8-20X9						
20X9-20X0						
TOTAL	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>

Interest is due January 1st and July 1st; principal is due January 1st.

ABC Community College  
Community College District #XXX

SCHEDULE OF LEGAL DEBT MARGIN  
FOR THE YEAR ENDED JUNE 30, 20XX

Assessed Valuation - 20XX Levy

Debt Limit, 2.875% of Assessed Valuation (50 ILCS 405/1)

Indebtedness

Legal Debt Margin

## **UNIFORM FINANCIAL STATEMENT**

**ALL FUNDS SUMMARY**  
**UNIFORM FINANCIAL STATEMENT #1**

Fiscal Year 2024

District No:

Name:

	Education Fund	Operations and Maintenance Fund	Operations Maintenance Fund (Restricted)	Bond and Interest Fund	Auxiliary Enterprises Fund	Restricted Purposes Fund	Working Cash Fund
Fund Balance July 1, 2023							
Revenues:							
Local Tax Revenue							
All Other Local Revenue							
ICCB Grants							
All Other State Revenue							
Federal Revenue							
Student Tuition and Fees							
On-Behalf CIP							
On-Behalf SURS							
All Other Revenue							
Total Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Expenditures							
Instruction							
Academic Support							
Student Services							
Public Service/Continuing Education							
Organized Research							
Auxiliary Services							
Operations and Maintenance							
Institutional Support							
Scholarships, Grants, Waivers							
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Transfers							
Fund Balance June 30, 2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**ALL FUNDS SUMMARY**  
**UNIFORM FINANCIAL STATEMENT #1**  
**Fiscal Year 2024**

District No: \_\_\_\_\_

Name: \_\_\_\_\_

		Audit Fund	Liability, Protection Settlement Fund	Building Bonds Proceeds Fund	PBC * Rental Fund	PBC * Operations and Maintenance Fund	Total
Fund Balance July 1, 2023							\$ -
Revenues:							
Local Tax Revenue							\$ -
All Other Local Revenue							\$ -
ICCB Grants							\$ -
All Other State Revenue							\$ -
Federal Revenue							\$ -
Student Tuition and Fees							\$ -
On-Behalf CIP							\$ -
On-Behalf SURS							\$ -
All Other Revenue							\$ -
Total Revenue		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Expenditures							
Instruction							\$ -
Academic Support							\$ -
Student Services							\$ -
Public Service/Continuing Education							\$ -
Organized Research							\$ -
Auxiliary Services							\$ -
Operations and Maintenance							\$ -
Institutional Support							\$ -
Scholarships, Grants, Waivers							\$ -
Total Expenditures		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Transfers							\$ -
Fund Balance June 30, 2024		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

\* Public Building Commission

**SUMMARY OF FIXED ASSETS AND DEBT**  
**UNIFORM FINANCIAL STATEMENT #2**  
**Fiscal Year 2024**

District No: \_\_\_\_\_

Name: \_\_\_\_\_

	Fixed Asset/Debt Account Groups July 1, 2023	Additions	Deletions	Fixed Asset/Debt Account Groups June 30, 2024
<b>Fixed Assets</b>				
Land				\$ -
Construction in Progress				\$ -
Equipment & Furniture				\$ -
Other Fixed Assets				\$ -
Accumulated Depreciation*				\$ -
<b>Net Fixed Assets</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Fixed Debt</b>				
Bonds Payable				\$ -
Other Fixed Liabilities				\$ -
<b>Total Fixed Liabilities</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Outstanding July 1, 2023</b>	<b>Issued</b>	<b>Redeemed</b>	<b>Outstanding June 30, 2024</b>
<b>Education Fund:</b>				
Tax Anticipation Warrants				\$ -
Tax Anticipation Notes				\$ -
<b>Operations and Maintenance Fund:</b>				
Tax Anticipation Warrants				\$ -
Tax Anticipation Notes				\$ -
<b>Bond and Interest Fund:</b>				
Tax Anticipation Warrants				\$ -
Tax Anticipation Notes				\$ -
<b>Audit Fund:</b>				
Tax Anticipation Warrants				\$ -
Tax Anticipation Notes				\$ -
<b>Liability, Protection, and Settlement Fund:</b>				
Tax Anticipation Warrants				\$ -
Tax Anticipation Notes				\$ -
<b>PBC Rental Fund:</b>				
Tax Anticipation Warrants				\$ -
Tax Anticipation Notes				\$ -
<b>PBC Operations and Maintenance Fund:</b>				
Tax Anticipation Warrants				\$ -
Tax Anticipation Notes				\$ -



## OPERATING FUNDS REVENUES AND EXPENDITURES

## UNIFORM FINANCIAL STATEMENT #3

Fiscal Year 2024

District No: \_\_\_\_\_

Name: \_\_\_\_\_

	Education Fund	Operations and Maintenance Fund	PBC Operations and Maintenance Fund	Total Operating Funds
<b>OPERATING REVENUES BY SOURCE</b>				
Local Government Revenue:				
Local Taxes				\$ -
Chargeback Revenue				\$ -
Other				\$ -
CPPRT				\$ -
<b>TOTAL LOCAL GOVERNMENT</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
State Government:				
ICCB Base Operating Grant				\$ -
ICCB Equalization Grant				\$ -
ICCB Career & Technical Education				\$ -
ICCB Performance Grant				\$ -
Other ICCB Unrestricted Grants not listed above				\$ -
Dept. of Corrections				\$ -
Dept. of Veterans Affairs				\$ -
Illinois Student Assistance Commission				\$ -
Other State not listed above				\$ -
<b>TOTAL STATE GOVERNMENT</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Federal Government:				
Dept. of Education				\$ -
Dept. of Labor				\$ -
Dept. of Health & Human Services				\$ -
Other				\$ -
<b>TOTAL FEDERAL GOVERNMENT</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Student Tuition and Fees:				
Tuition				\$ -
Fees				\$ -
Other Student Assessments				\$ -
<b>TOTAL TUITION AND FEES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Other Sources:				
Sales and Service Fees				\$ -
Facilities Revenue				\$ -
Investment Revenue				\$ -
Non-Governmental Grants				\$ -
Other				\$ -
<b>TOTAL OTHER SOURCES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL REVENUE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Less: Non-Operating Items *				
Tuition Chargeback Revenue				\$ -
Instructional Service Contracts				\$ -
<b>ADJUSTED REVENUE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

\* Enter as negative

OPERATING FUNDS REVENUES AND EXPENDITURES  
UNIFORM FINANCIAL STATEMENT #3  
Fiscal Year 2024

District No: \_\_\_\_\_

Name: \_\_\_\_\_

	Education Fund	Operations and Maintenance Fund	PBC Operations and Maintenance Fund	Total Operating Funds
<b>OPERATING EXPENDITURES BY PROGRAM</b>				
Instruction				\$ -
Academic Support				\$ -
Student Services				\$ -
Public Service/Continuing Education				\$ -
Organized Research				\$ -
Auxiliary Services				\$ -
Operations and Maintenance				\$ -
Institutional Support				\$ -
Scholarships, Grants, Waivers				\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Less Non-Operating Items*				
Tuition Chargeback				\$ -
Instructional Service Contracts				\$ -
Transfers				\$ -
<b>ADJUSTED EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>OPERATING EXPENDITURES BY OBJECT</b>				
Salaries				\$ -
Employee Benefits				\$ -
Contractual Services				\$ -
General Materials and Supplies				\$ -
Library Materials**				\$ -
Conference and Meeting Expenses				\$ -
Fixed Charges				\$ -
Utilities				\$ -
Capital Outlay				\$ -
Other				\$ -
Student Grants & Scholarships**				\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Less Non-Operating Items*				
Tuition Chargeback				\$ -
Instructional Service Contracts				\$ -
Transfers				\$ -
<b>ADJUSTED EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

\*Enter as negative

\*\*Non-add line.

**RESTRICTED PURPOSES FUND REVENUES AND EXPENDITURES**  
**UNIFORM FINANCIAL STATEMENT #4**  
**Fiscal Year 2024**

District No:   
 Name:

**Restricted  
Purposes  
Fund**

**REVENUE BY SOURCE:**

<b>TOTAL LOCAL GOVERNMENT</b>	
State Government	
ICCB - Adult Education	
ICCB - Other	
Dept. of Corrections	
Illinois Student Assistance Commission	
On-Behalf CIP	
On-Behalf SURS	
Other	
<b>TOTAL STATE GOVERNMENT</b>	\$ -
Federal Government	
Dept. of Education	
Dept. of Labor	
Dept. of Health & Human Services	
Other	
<b>TOTAL FEDERAL GOVERNMENT</b>	\$ -
Other Sources	
Tuition and Fees	
Other	
<b>TOTAL OTHER SOURCES</b>	\$ -
<b>TOTAL RESTRICTED PURPOSES FUND REVENUES</b>	\$ -

**EXPENDITURES BY PROGRAM**

Instruction	
Academic Support	
Student Services	
Public Service/Continuing Education	
Organized Research	
Auxiliary Services	
Operations and Maintenance	
Institutional Support	
Scholarships, Grants and Waivers	
<b>TOTAL RESTRICTED PURPOSES FUND EXPENDITURES</b>	\$ -

**EXPENDITURES BY OBJECT**

Salaries	
Employee Benefits (Including SURS On-Behalf)	
Contractual Services	
Student Financial Aid	
General Materials and Supplies	
Library Materials*	
Travel & Conference/Meeting Expenses	
Fixed Charges	
Utilities	
Capital Outlay	
Other	
Scholarships, Grants, Waivers*	
<b>TOTAL RESTRICTED PURPOSES FUND EXPENDITURES</b>	\$ -

\* Non-add line

**CURRENT FUNDS \* EXPENDITURES BY ACTIVITY**  
**UNIFORM FINANCIAL STATEMENT #5**  
**Fiscal Year 2024**

**District No:**   
**Name:**

	<b>Current Funds</b>
<b><u>Instruction</u></b>	
Instructional Programs	<input type="text"/>
Other	<input type="text"/>
<b>TOTAL INSTRUCTION</b>	<b>\$ -</b>
<b>Academic Support</b>	
Library Center	<input type="text"/>
Instructional Materials Center	<input type="text"/>
Educational Media Services	<input type="text"/>
Academic Computing Support	<input type="text"/>
Academic Administration and Planning	<input type="text"/>
Other	<input type="text"/>
<b>TOTAL ACADEMIC SUPPORT</b>	<b>\$ -</b>
<b>Student Services Support</b>	
Admissions and Records	<input type="text"/>
Counseling and Career Services	<input type="text"/>
Financial Aid Administration	<input type="text"/>
Other	<input type="text"/>
<b>TOTAL STUDENT SERVICES SUPPORT</b>	<b>\$ -</b>
<b>Public Service/ Continuing Education</b>	
Community Education	<input type="text"/>
Customized Training (Instructional)	<input type="text"/>
Community Services	<input type="text"/>
Other	<input type="text"/>
<b>TOTAL PUBLIC SERVICE/CONTINUING ED</b>	<b>\$ -</b>
<b>TOTAL ORGANIZED RESEARCH</b>	<input type="text"/>
<b>TOTAL AUXILIARY SERVICES</b>	<input type="text"/>

**CURRENT FUNDS \* EXPENDITURES BY ACTIVITY****UNIFORM FINANCIAL STATEMENT #5****Fiscal Year 2024****District No:****Name:****Current  
Funds****Operations and Maintenance**

Maintenance

Custodial Services

Grounds

Campus Security

Transportation

Utilities

Administration

Other

**TOTAL OPERATIONS AND MAINTENANCE****\$ -****Institutional Support**

Executive Management

Fiscal Operations

Community Relations

Administrative Support Services

Board of Trustees

General Institutional

Institutional Research

Administrative Data Processing

Other

**TOTAL INSTITUTIONAL SUPPORT****\$ -****SCHOLARSHIPS, STUDENTS GRANTS, & WAIVERS****TOTAL CURRENT FUNDS EXPENDITURES****\$ -**

\*Current Funds include the Education; Operations and Maintenance; Auxiliary Enterprises; Restricted Purposes; Audit; Liability, Protection and Settlement; and PBC Operations and Maintenance funds.

ABC Community College  
Community College District #XXX

SUMMARY OF CAPITAL ASSETS AND LONG TERM DEBT  
UNIFORM FINANCIAL STATEMENT NO. 2  
FISCAL YEAR ENDED JUNE 30, 20XX

	Capital Assets/ Long Term Debt			Capital Assets/ Long Term Debt
	<u>July 1, 20XX</u>	<u>Additions</u>	<u>Deletions</u>	<u>June 30, 20XX</u>
Fixed Assets				
Land				
Buildings				
Equipment				
Other Fixed Assets	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
Accumulated Depreciation	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
NET FIXED ASSETS	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
Fixed Debt				
Bonds Payable				
Other Fixed Liabilities	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
TOTAL FIXED LIABILITIES	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
	<u>Outstanding</u>			<u>Outstanding</u>
	<u>July 1, 20XX</u>	<u>Issued</u>	<u>Redeemed</u>	<u>July 1, 20XX</u>
Education Fund				
Tax Anticipation Warrants				
Tax Anticipation Notes				
Operations and Maintenance Fund				
Tax Anticipation Warrants				
Tax Anticipation Notes				
Bond and Interest Fund				
Tax Anticipation Warrants				
Tax Anticipation Notes				
Audit Fund				
Tax Anticipation Warrants				
Tax Anticipation Notes				
Liability, Protection, & Settlement Fund				
Tax Anticipation Warrants				
Tax Anticipation Notes				
PBC Rental Fund				
Tax Anticipation Warrants				
Tax Anticipation Notes				
PBC Operations & Maintenance Fund				
Tax Anticipation Warrants				
Tax Anticipation Notes				

ABC Community College  
Community College District #XXX

OPERATING FUNDS REVENUES AND EXPENDITURES  
UNIFORM FINANCIAL STATEMENT NO. 3  
FISCAL YEAR ENDED JUNE 30, 20XX

	<u>Education Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Total Operating Funds</u>
OPERATING REVENUES BY SOURCE				
Local Government Revenue:				
Local Taxes				
CPPRT				
Chargeback Revenue				
Other				
TOTAL LOCAL GOVERNMENT				
State Government:				
ICCB Credit Hour Grants				
ICCB Equalization Grants				
ICCB - Adult Education				
ICCB - Other				
Other				
TOTAL STATE GOVERNMENT				
Federal Government:				
Dept. of Education				
Dept. of Health & Human Services				
Other				
TOTAL FEDERAL GOVERNMENT				
Student Tuition and Fees:				
Tuition				
Fees				
Other Student Assessments				
TOTAL TUITION AND FEES				
Other Sources:				
Sales and Service Fees				
Facilities Revenue				
Investment Revenue				
Nongovernmental Grants				
Other				
TOTAL OTHER REVENUE				
TOTAL REVENUE				
Less: Nonoperating Items*				
Instruction Service Contracts				
ADJUSTED REVENUE				

\*Intercollege revenues that do not generate related local college credit hours are subtracted to allow for statewide comparisons.

ABC Community College  
Community College District #XXX

OPERATING FUNDS REVENUES AND EXPENDITURES  
UNIFORM FINANCIAL STATEMENT NO. 3  
FISCAL YEAR ENDED JUNE 30, 20XX

	<u>Education Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Operations and Maintenance Fund</u>	<u>Total Operating Funds</u>
OPERATING EXPENDITURES				
BY PROGRAM				
Instruction				
Academic Support				
Public Service/Continuing Education				
Auxiliary Services				
Institutional Support				
Transfers	_____	_____	_____	_____
TOTAL EXPENDITURES	=====	=====	=====	=====
Less Nonoperating Items*				
Instructional Service Contracts				
Transfers to Nonoperating Funds				
Transfer to Nonoperating Funds	_____	_____	_____	_____
ADJUSTED EXPENDITURES	=====	=====	=====	=====
BY OBJECT				
Salaries				
Employee Benefits				
General Materials and Supplies				
Travel and Conference/Meeting Expenses				
Utilities				
Capital Outlay				
Student Grants and Scholarships**				
Transfers	_____	_____	_____	_____
TOTAL EXPENDITURES	=====	=====	=====	=====
Less Nonoperating Items*				
Instructional Service Contracts				
Transfers to Nonoperating Funds	_____	_____	_____	_____
ADJUSTED EXPENDITURES	=====	=====	=====	=====

\*Intercollege revenues that do not generate related local college credit hours are subtracted to allow for statewide comparisons.

\*\* Non-add line



ABC Community College  
Community College District #XXX

RESTRICTED PURPOSES FUND REVENUES AND EXPENDITURES  
UNIFORM FINANCIAL STATEMENT NO. 4  
FISCAL YEAR JUNE 30, 20XX

	Restricted Purpose <u>Fund</u>
REVENUE BY SOURCE:	
TOTAL LOCAL GOVERNMENT	_____
State Government:	
ICCB - Program Improvement Grant	
ICCB - Adult Education	
ICCB - (Other)	
Dept. of Corrections	
Illinois Student Assistance Commission	
Other	
TOTAL STATE GOVERNMENT	_____
Federal Government:	
Dept. of Education	
Dept. of Labor	
Dept. of Health and Human Services	
Other	
TOTAL FEDERAL GOVERNMENT	_____
Other Sources:	
Tuition and Fees	
Other	
TOTAL OTHER SOURCES	_____
TRANSFERS	
TOTAL RESTRICTED PURPOSES FUND REVENUES	=====
EXPENDITURES BY PROGRAM	
Instruction	
Academic Support	
Student Services	
Public Service/Continuing Education	
Organized Research	
Auxiliary Services	
Operations and Maintenance	
Institutional Support	
Scholarships, Student Grants, and Waivers	_____
TOTAL RESTRICTED PURPOSES FUND EXPENDITURES	=====
EXPENDITURES BY OBJECT	
Salaries	
Employee Benefits	
Contractual Services	
General Materials and Supplies	
Library Materials*	
Travel and Conference/Meeting Expenses	
Fixed Charges	
Utilities	
Capital Outlay	
Other	
Student Grants and Scholarships*	_____
TOTAL RESTRICTED PURPOSES FUNDEXPENDITURES	=====

\*Non-add line

ABC Community College  
Community College District #XXX  
CURRENT FUNDS\* EXPENDITURES BY ACTIVITY  
UNIFORM FINANCIAL STATEMENT NO. 5  
FISCAL YEAR ENDED JUNE 30, 20XX

## INSTRUCTION

- Instructional Programs
- Other
- Total Instruction

## ACADEMIC SUPPORT

- Library Center
- Instructional Materials Center
- Educational Media Services
- Academic Computing Support
- Academic Administration and Planning
- Other
- Total Academic Support

## STUDENT SERVICES

- Admissions and Records
- Counseling and Career Guidance
- Financial Aid Administration
- Other
- Total Student Services

## PUBLIC SERVICE/CONTINUING EDUCATION

- Community Education
- Customized Training (Instructional)
- Community Services
- Other
- Total Public Service/Continuing Education

## ORGANIZED RESEARCH

## AUXILIARY SERVICES

## OPERATIONS AND MAINTENANCE OF PLANT

- Maintenance
- Custodial Services
- Grounds
- Campus Security
- Transportation
- Utilities
- Administration
- Other
- Total Operations and Maintenance of Plant

## INSTITUTIONAL SUPPORT

- Executive Management
- Fiscal Operations
- Community Relations
- Administrative Support Services
- Board of Trustees
- General Institution
- Institutional Research
- Administrative Data Processing
- Other
- Total Institutional Support

## SCHOLARSHIPS, STUDENT GRANTS, AND WAIVERS

## TOTAL CURRENT FUNDS EXPENDITURES

\*Current Funds include the Education; Operations and Maintenance; Auxiliary Enterprises; Restricted Purposes; Audit; Liability, Protection, and Settlement; and PBC Operations and Maintenance Funds.

**CERTIFICATE OF PER CAPITA COST**

*(This a required audit form which should be signed by the district CEO and CFO)*

Instructions for Completing  
CERTIFICATE OF PER CAPITA COST

This required form is to be calculated as part of the fiscal year 20XX:

Lines 1-9      Audited non-capital expenditures from listed funds. Include funds from all sources of revenue. Exclude costs associated with capital bond initiatives, construction, and remodeling.

Line 10        Sum of lines 1 through 9.

Line 11        DEPRECIATION ON CAPITAL OUTLAY EXPENDITURES FROM SOURCES OTHER THAN STATE AND FEDERAL FUNDS.

Use capital outlay expenditures for equipment, buildings, and fixed equipment from all funds paid (including building funds not listed in items 1-9) from sources other than state and federal funds.

Equipment purchases within the last eight years depreciated at 12.5 percent per year.

Building expenditures are depreciated at 2 percent per year for permanent facilities and 12.5 percent for temporary buildings.

Line 12        Sum of lines 10 and 11.

Line 13        TOTAL CERTIFIED SEMESTER CREDIT HOURS FOR FY 20XX  
This number should equal the number of reimbursable semester hours as certified to the ICCB including credit hours supported with restricted and unrestricted funds.

Line 14        PER CAPITA COST

Line 12 divided by line 13.

<TITLE>  
COMMUNITY COLLEGE and DISTRICT # \*\*\*

Fiscal Year 20YY Certification of Per Capital Cost  
For the Fiscal Year Ended June 30, 20YY

All Fiscal Year 20XX Noncapital Audited Operating Expenditures  
from the following funds:

1. Education Fund	\$ _____
2. Operations and Maintenance Fund (Restricted)	\$ _____
3. Operations and Maintenance Fund (Restricted)	\$ _____
4. Bond and Interest Fund	\$ _____
5. Public Building Commission Rental Fund	\$ _____
6. Restricted Purposes Fund	\$ _____
7. Audit Fund	\$ _____
8. Liability, Protection, and Settlement Fund	\$ _____
9. Auxiliary Enterprise Fund (Subsidy Only)	\$ _____
<b>10. TOTAL NONCAPITAL EXPENDITURES (sum of lines 1-9)</b>	<b>\$ _____</b>
11. Depreciation on capital outlay expenditures (equipment, building, and fixed equipment paid) from sources other than state and federal funds	\$ _____
<b>12. TOTAL COSTS INCLUDED (line 10 plus line 11)</b>	<b>\$ _____</b>
13. Total certified semester credit hours for FY 20XX	\$ _____
<b>14. PER CAPITA COST (line 12 divided by line 13)</b>	<b>\$ _____</b>

Approved: \_\_\_\_\_  
Chief Fiscal Officer

\_\_\_\_\_  
Date

Approved: \_\_\_\_\_  
Chief Executive Officer

\_\_\_\_\_  
Date

Appendix D

**ILLINOIS COMMUNITY COLLEGE BOARD  
STATE AND FEDERAL GRANTS  
FINANCIAL COMPLIANCE SECTION**

## BACKGROUND INFORMATION ON GRANT ACTIVITY

### Unrestricted Funding (Not Grants)

Base Operating Grants. General operating funds provided to colleges based upon credit enrollment. Institutions are required to report basic characteristics of each student enrolled in all courses offered for credit during each term. These characteristics include sex, date of birth, ethnic classification, and instructional area of enrollment. For the fall term, students enrolled at the end of the regular registration must be reported on or before October 1 of that year. Additionally, institutions must report students who have enrolled in or completed a certificate or degree program during the fiscal year by August 1. Furthermore, institutions are tasked with reporting student headcount and full-time equivalent (FTE) enrollments as of the end of regular registration for both the fall and spring/winter terms. Reports for the fall term are due by October 1<sup>st</sup>, while those for the spring semester are due by February 15<sup>th</sup>. These requirements aim to ensure comprehensive data collection for accurate institutional reporting. This is not a “grant” subject to grant program rules (i.e. GATA, 2 CFR 200).

Performance Grants. In June 2012, the Illinois General Assembly enacted Public Act 97-320, establishing a requirement for public higher education institutions to include a performance funding component in their annual budgets. Performance-based funding focuses on outcomes rather than just financial metrics. For community colleges, performance encompasses various factors, including graduation rates, job placement, certificate completion, student persistence, and success in college-level coursework. Community college leaders across the state are committed to advancing the goals of performance-based funding to enhance student success. This is not a “grant” subject to grant program rules (i.e. GATA, 2 CFR 200).

Small College Grants. Funds provided to colleges with full-time equivalent enrollments of less than 2,500 students. This grant allocates unrestricted funds due to smaller colleges having fewer discretionary dollars where a greater percentage of their budget being allocated to fixed costs. Funds are intended to help small colleges pay for some of the “fixed costs” of operating a smaller institution. If appropriations aren’t enough to support full funding, the grants are prorated. This is not a “grant” subject to grant program rules (i.e. GATA, 2 CFR 200).

Equalization Grants. Grants provided to institutions with less than the statewide average local tax dollars available per full-time equivalent student. Equalization grants will be calculated by the State Board using a local revenue factor for each district, determined as follows: (A) (1) each district's Corporate Personal Property Replacement Fund allocations from the base fiscal year or the average of the base fiscal year and the previous year, whichever is lower, and divide that by the applicable statewide average tax rate, (2) add the district's most recent audited equalized assessed valuation or the average of the most recent audited year and the prior year, whichever is lower. (B) Divide this sum by the district's audited full-time equivalent resident students for the base fiscal year or the average of the base fiscal year and the two preceding fiscal years, whichever is higher. (C) Multiply the result by the applicable statewide average tax rate. Refer to Public Act 110 ILCS 805/2-16.02. This is not a “grant” subject to grant program rules (i.e. GATA, 2 CFR 200).

## **Restricted Grants/Special Initiatives**

Career and Technical Education Grants. ([Career & Technical Education – Illinois Community College Board](#)) Grant funding recognizes that keeping career and technical education programs current and reflective of the highest quality practices in the workplace is necessary to prepare students to be successful in their chosen careers and to provide employers with the well-trained workforce they require. Career and Technical Education programs offer flexible scheduling, work-based learning, and stackable credentials that provide a pathway from education to employment. Grant funding supports recent high school graduates, returning adults, veterans and incumbent workers. The grant funds are dedicated to enhancing instruction and academic support activities to strengthen and improve career and technical programs and services. Success in career and technical programming is augmented by academic support services, work-based learning opportunities, and business engagement.

### **Statewide Initiatives**

Restricted Grants (Special Incentive Grants). Restricted grants are special incentive grants that seek to provide flexible financial support for community colleges across Illinois, with the aim of fostering innovative projects that address some of the most pressing needs within the higher education system. The funding will be distributed through a Request for Proposal (RFP) process, which invites community colleges to submit detailed proposals for projects that align with key higher education priorities. These priorities include accessibility, affordability, productivity, partnerships, quality, and responsiveness. By focusing on these areas, the initiative aims to improve both the educational experience for students and the broader economic outcomes for the state. The accessibility aspect of the initiative seeks to remove barriers that prevent many students from enrolling in or completing college.

A significant portion of the funding will be specifically allocated to addressing the shortage of qualified information technology (IT) professionals in the state of Illinois. The IT sector is growing rapidly, with high demand for workers in areas like cybersecurity, software development, data science, and cloud computing. Community colleges can use this funding to expand or develop new IT programs that focus on high-demand skills and offer certifications or degrees that align with industry needs.

Other Grants. These other grants are additional contractual grants provided for special or specific system-related initiatives that serve particular needs within the educational framework. Unlike general-purpose funding, these grants are tied to clearly defined goals and are governed by signed contracts between the college and the State of Illinois. These contractual agreements ensure that the funds are allocated and utilized for particular projects or services that align with the state priorities or legislative mandates. A brief description of each grant, along with its specific objectives, funding amount, and intended outcomes, should be included in this section to provide an overview of their purpose and scope.



### **Restricted Adult Education Grants/State**

State Basic. This grant is specifically designed to support Adult Education and Family Literacy providers in offering specialized classes for adults aged 21 and older, as well as individuals under 21 who are not enrolled in public schools. The primary goal of the grant is to help adults in the community improve their qualifications for employment, enhance their ability to achieve self-sufficiency, and strengthen their role as responsible citizens. The courses funded by this grant include general education programs that help adults earn diplomas or meet the requirements for graduation from elementary or high schools, as well as classes aimed at Americanization and General Education Development (GED) preparation. These classes are tailored to address the needs of adult learners who may not have completed their formal education and who seek to improve their literacy, language, and academic skills.

Additionally, the grant provides funds for essential support services that remove barriers to participation, such as transportation assistance and childcare services. These resources are crucial for ensuring that adult learners have the opportunity to attend classes, regardless of their personal or financial circumstances. By offering these services, the grant helps ensure that individuals can successfully participate in educational programs, improving their chances of achieving long-term career success and personal growth. The overall aim of this initiative is to provide adults with the educational tools they need to better support themselves and their families while contributing more effectively to their communities.

Performance. The grant is awarded to Adult Education and Family Literacy providers based on their ability to meet specific performance outcomes, which are typically tied to measurable goals such as student progress, graduation rates, and successful completion of courses. Providers are evaluated on their effectiveness in helping adult learners achieve academic and career milestones, and funding is allocated accordingly to those programs that demonstrate the greatest success in delivering results. These performance outcomes ensure that the grant is supporting programs that are not only meeting the educational needs of adult learners but also making a tangible impact on improving their qualifications for employment and overall quality of life.

### **Restricted Adult Education Grants/Federal**

Federal Basic. Grant awarded to Adult Education and Family Literacy providers to assist adults in becoming literate and obtain the knowledge and skills necessary for employment and self-sufficiency; to assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and to assist adults in completing a secondary school education.

EL/Civics. Grant awarded to Adult Education and Family Literacy providers for educational programs that emphasize contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, worker, and community members.

**Restricted Vocational Education Grants to State (Perkins)/Federal**

Grant awarded to community colleges as a result of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III). This grant is intended to help accomplish the new vision of vocational and technical education for the 21st century. The central goals of this new vision are improving student achievement and preparing students for postsecondary education, further learning, and careers. The grant allows community colleges to focus on those programs and student populations they feel will allow for the greatest improvement in overall performance while assuring success for all students in career and technical education programs.

ABC Community College  
Community College District #1

BALANCE SHEET

STATE ADULT EDUCATION RESTRICTED FUNDS  
AS OF JUNE 30, 20XX

<u>ASSETS</u>	<u>State Basic</u>	<u>Performance</u>	<u>Total</u> <u>(Memorandum Only)</u>
Cash			
Accounts Receivable			
Due From Other Funds			
Inventories			
Deferred Expenditures	\$ _____	\$ _____	\$ _____
 TOTAL ASSETS	 \$ _____	 \$ _____	 \$ _____
<u>LIABILITIES AND FUND BALANCE</u>			
Accounts Payable			
Accrued Expenditures			
Deferred Revenue			
Due To Other Funds	\$ _____	\$ _____	\$ _____
 TOTAL LIABILITIES	 \$ _____	 \$ _____	 \$ _____
 Fund Balance	 \$ _____	 \$ _____	 \$ _____
 TOTAL FUND BALANCE	 \$ _____	 \$ _____	 \$ _____
 TOTAL LIABILITIES AND FUND BALANCE	 \$ _____	 \$ _____	 \$ _____

Add notes as applicable.

ABC Community College  
Community College District #1

COMBINED STATEMENT OF  
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

STATE ADULT EDUCATION RESTRICTED FUNDS  
FOR THE YEAR ENDED JUNE 30, 20XX

<u>REVENUES</u>	<u>State Basic</u>	<u>Performance</u>	<u>Total</u> <u>(Memorandum Only)</u>
Grant Revenue	\$ _____	\$ _____	\$ _____
<b>EXPENDITURES BY PROGRAM</b>			
Instruction			
Social Work Services			
Guidance Services			
Assistive and Adaptive Equipment			
Assessment and Testing			
Student Transportation Services			
Literacy Services			
Child Care Services			
<b>SUBTOTAL INSTRUCTIONAL     &amp; STUDENT SERVICES</b>	\$ _____	\$ _____	\$ _____
<b>PROGRAM SUPPORT</b>			
Improvement of Instructional Services			
General Administration			
Operation & Maintenance of Plant Services			
Workforce Coordination			
Data & Information Services			
Approved Indirect Costs			
<b>SUBTOTAL PROGRAM SUPPORT</b>	\$ _____	\$ _____	\$ _____
<b>TOTAL COSTS</b>			
<b>EXCESS REVENUE OVER     (UNDER) EXPENDITURES</b>	\$ _____	\$ _____	\$ _____
Fund Balance July 1, 20XX	\$ _____	\$ _____	\$ _____
Fund Balance June 30, 20XX	\$ _____	\$ _____	\$ _____
Add notes as applicable.			

ABC Community College  
Community College District #1

CAREER AND TECHNICAL EDUCATION-PROGRAM IMPROVEMENT

BALANCE SHEET  
FOR THE YEAR ENDED JUNE 30, 20XX

ASSETS

Cash	\$ <u>          </u>
------	----------------------

LIABILITIES AND FUND BALANCE

Accounts Payable	\$
------------------	----

Due to the Illinois Community College Board	\$ <u>          </u>
---	----------------------

TOTAL LIABILITIES	\$
-------------------	----

Fund Balance - Reserved for Encumbrances	\$
--	----

Fund Balance - Unreserved	\$
---------------------------	----

TOTAL FUND BALANCE	\$
--------------------	----

TOTAL LIABILITIES AND FUND BALANCE	\$
------------------------------------	----

Add notes as applicable.

ABC Community College  
Community College District  
#1

CAREER AND TECHNICAL EDUCATION GRANT PROGRAM

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
FOR THE YEAR ENDED JUNE 30, 20XX

Actual

REVENUE\*

State Sources\$

EXPENDITURES\*

Current Year' s Grant

Salaries

Employee Benefits

Contractual Services

Materials and Supplies

Conference and Meeting

Expenses

Utilities\$

Payment of Prior Year' s  
Encumbrances (Note 2)

Materials and Supplies\$  
Other (Specify) \_\_\_\_\_

TOTAL EXPENDITURES EXCESS OF REVENUE OVER (UNDER)  
EXPENDITURES

Fund Balance July 1, 20XX

Fund Balance June 30, 20XX

\*Report ICCB grant funds only.

Add notes as applicable.

**COLLEGE NAME AND DISTRICT # SCHEDULE OF CREDIT HOUR DATA AND OTHER BASES  
UPON WHICH CLAIMS ARE FILED  
YEAR ENDED JUNE 30, 20XX**

<u>Total Reimbursable Semester Credit Hours by Term</u>				
<u>Credit Hour Categories</u>	<u>Summer Term</u>		<u>Fall Term</u>	
	<u>Unrestricted Hours</u>	<u>Restricted Hours</u>	<u>Unrestricted Hours</u>	<u>Restricted Hours</u>
Baccalaureate				
Business Occupational				
Technical Occupational				
Health Occupational				
Remedial/Developmental				
Adult Education				

Total

<u>Credit Hour Categories</u>	<u>Spring Term</u>		<u>Total All Terms</u>	
	<u>Unrestricted Hours</u>	<u>Restricted Hours</u>	<u>Unrestricted Hours</u>	<u>Restricted Hours</u>
Baccalaureate				
Business Occupational				
Technical Occupational				
Health Occupational				
Remedial/Developmental				
Adult Education				

Total

<u>In-District (All terms)</u>	
<u>Unrestricted Hours</u>	<u>Restricted Hours</u>

Reimbursable Credit Hours:

Credit Hours on Contractual or Cooperative Agreements: \_\_\_\_\_

<u>Dual Credit (All Terms)</u>		<u>Dual Enrollment (All Terms)</u>	
<u>Unrestricted Hours</u>	<u>Restricted Hours</u>	<u>Unrestricted Hours</u>	<u>Restricted Hours</u>

Reimbursable Credit Hours:

District Equalized Assessed Valuation: \_\_\_\_\_

<u>Correctional Semester Credit Hours</u>			
<u>Credit Hour Categories</u>	<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
	<u>Correctional Hours</u>	<u>Correctional Hours</u>	<u>Correctional Hours</u>
Baccalaureate			
Business Occupational			
Technical Occupational			
Health Occupational			
Remedial/Developmental			
Adult Education			

Total

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Chief Executive Officer

Chief Financial Officer

**COLLEGE NAME AND DISTRICT #**  
**RECONCILIATION OF TOTAL SEMESTER CREDIT HOURS**  
**YEAR ENDED JUNE 30, 20XX**

<u>Total Reimbursable Semester Credit Hours</u>			
<u>Credit Hour Categories</u>	<u>Total</u>	<u>Total</u>	<u>Difference</u>
	<u>Reported in Audit</u>	<u>Certified to ICCB</u>	
	<u>Unrestricted Hours</u>	<u>Unrestricted Hours</u>	
Baccalaureate			
Business Occupational			
Technical Occupational			
Health Occupational			
Remedial/Developmental			
Adult Education			

Total:

<u>Credit Hour Categories</u>	<u>Total</u>	<u>Total</u>	<u>Difference</u>
	<u>Reported in Audit</u>	<u>Certified to ICCB</u>	
	<u>Restricted Hours</u>	<u>Restricted Hours</u>	
Baccalaureate			
Business Occupational			
Technical Occupational			
Health Occupational			
Remedial/Developmental			
Adult Education			

Total:

	<u>Total</u>	<u>Total</u>	<u>Difference</u>
	<u>Reported in Audit</u>	<u>Certified to ICCB</u>	
	<u>Unrestricted Hours</u>	<u>Unrestricted Hours</u>	
In-District Credit Hours:			
Dual Credit Hours:			
Dual Enrollment Hours:			

	<u>Total</u>	<u>Total</u>	<u>Difference</u>
	<u>Reported in Audit</u>	<u>Certified to ICCB</u>	
	<u>Restricted Hours</u>	<u>Restricted Hours</u>	
In-District Credit Hours:			
Dual Credit Hours:			
Dual Enrollment Hours:			

<u>Total Correctional Semester Credit Hours</u>			
<u>Credit Hour Categories</u>	<u>Total</u>	<u>Total</u>	<u>Difference</u>
	<u>Reported in Audit</u>	<u>Certified to ICCB</u>	
	<u>Unrestricted Hours</u>	<u>Unrestricted Hours</u>	
Baccalaureate			
Business Occupational			
Technical Occupational			
Health Occupational			
Remedial/Developmental			
Adult Education			

Total:

<u>Credit Hour Categories</u>	<u>Total</u>	<u>Total</u>	<u>Difference</u>
	<u>Reported in Audit</u>	<u>Certified to ICCB</u>	
	<u>Restricted Hours</u>	<u>Restricted Hours</u>	
Baccalaureate			
Business Occupational			
Technical Occupational			
Health Occupational			
Remedial/Developmental			
Adult Education			

Total:



## **DOCUMENTATION OF RESIDENCY VERIFICATION STEPS**

Following are the guidelines provided to districts to assist them in developing a summary outline of their processes and procedures in maintaining appropriate documentation to verify student residency on the credit hour claims. The district's actual summary of processes and procedures should be included in this section of the audit not the ICCB guidelines. Contact ICCB Financial Compliance staff at [iccb.finance@illinois.gov](mailto:iccb.finance@illinois.gov) if you have any questions.

Illinois Community College Board

### **GUIDELINES ON MAINTAINING APPROPRIATE DOCUMENTATION TO VERIFY STUDENT RESIDENCY**

These guidelines are offered as examples of acceptable forms of documentation in the college's description of its process:

A copy of the student's driver's license, voter registration card, property tax statement, or other item providing verification of the student's address;

A procedure by which the student certified his/her address along with an indication that appropriate follow-up was pursued by the college to verify the certification (e.g., sending correspondence to the address); and

College policy regarding students:

- In correctional facilities (county, state, or federal)
- In/on military bases
- Who are not U.S. Citizens
- Who live out of district but work in district
- Attending another post-secondary higher education institution in the district
- Who are athletes

In summary, each college is expected to be able to provide, upon request, an indication that any particular student's residency has been evaluated through a formalized process and that process leads to a proper classification for state funding purposes.

## BACKGROUND INFORMATION ON STATE GRANT ACTIVITY

### Unrestricted Grants

Base Operating Grants. General operating funds provided to colleges based upon credit enrollment. Institutions are required to report basic characteristics of each student enrolled in all courses offered for credit during each term. These characteristics include sex, date of birth, ethnic classification, and instructional area of enrollment. For the fall term, students enrolled at the end of the regular registration must be reported on or before October 1 of that year. Additionally, institutions must report students who have enrolled in or completed a certificate or degree program during the fiscal year by August 1. Furthermore, institutions are tasked with reporting student headcount and full-time equivalent (FTE) enrollments as of the end of regular registration for both the fall and spring/winter terms. Reports for the fall term are due by October 1, while those for the spring semester are due by February 15. These requirements aim to ensure comprehensive data collection for accurate institutional reporting.

Performance Grants. In June 2012, the Illinois General Assembly enacted Public Act 97-320, establishing a requirement for public higher education institutions to include a performance funding component in their annual budgets. Performance-based funding focuses on outcomes rather than just financial metrics. For community colleges, performance encompasses various factors, including graduation rates, job placement, certificate completion, student persistence, and success in college-level coursework. Community college leaders across the state are committed to advancing the goals of performance-based funding to enhance student success.

Small College Grants. Funds provided to colleges with full-time equivalent enrollments of less than 2,500 students. This grant allocates unrestricted funds due to smaller colleges having fewer discretionary dollars where a greater percentage of their budget being allocated to fixed costs. Funds are intended to help small colleges pay for some of the “fixed costs” of operating a smaller institution. If appropriations aren’t enough to support full funding, the grants are prorated.

Equalization Grants. Grants provided to institutions with less than the statewide average local tax dollars available per full-time equivalent student. Equalization grants will be calculated by the State Board using a local revenue factor for each district, determined as follows: (A) (1) each district's Corporate Personal Property Replacement Fund allocations from the base fiscal year or the average of the base fiscal year and the previous year, whichever is lower, and divide that by the applicable statewide average tax rate, (2) add the district's most recent audited equalized assessed valuation or the average of the most recent audited year and the prior year, whichever is lower. (B) Divide this sum by the district's audited full-time equivalent resident students for the base fiscal year or the average of the base fiscal year and the two preceding fiscal years, whichever is higher. (C) Multiply the result by the applicable statewide average tax rate. Refer to Public Act 110 ILCS 805/2-16.02.

### Restricted Grants/Special Initiatives

Career and Technical Education Grants. ([Career & Technical Education – Illinois Community College Board](#)) Grant funding recognizes that keeping career and technical education programs current and reflective of the highest quality practices in the workplace is necessary to prepare students to be successful in their chosen careers and to provide employers with the well-trained workforce they require. Career and Technical Education programs offer flexible scheduling, work-based learning, and stackable credentials that provide a pathway from education to employment. Grant funding supports recent high school graduates, returning adults, veterans and incumbent workers. The grant funds are dedicated to enhancing instruction and academic support activities to

strengthen and improve career and technical programs and services. Success in career and technical programming is augmented by academic support services, work-based learning opportunities, and business engagement.

### **Statewide Initiatives**

#### **Restricted Grants (also known as Special Incentive Grants).**

The Special Incentive Grants are restricted grants that provide financial support for community colleges across Illinois with the aim of fostering innovative programs and projects that address important needs within the higher education system. The funding may be distributed through a competitive application or Request for Proposal (RFP) process, which invites community colleges (and other eligible applicants) to submit detailed proposals for projects that align with key higher education priorities. These priorities include accessibility, affordability, productivity, partnerships, quality, and responsiveness. By focusing on these areas, the initiative aims to improve both the educational experience for students and the broader economic outcomes for the state. The accessibility aspect of the initiative seeks to remove barriers that prevent many students from enrolling in or completing college.

Other Grants. These other grants are additional restricted grants provided for special or specific system-related initiatives that serve particular needs within the educational framework. Unlike general-purpose funding, these grants are tied to clearly defined goals and are governed by signed agreements between the college and the State of Illinois. These agreements ensure that the funds are allocated and utilized for particular projects or services that align with the state priorities or legislative mandates.

## **Restricted Adult Education Grants/State**

### State Basic.

This grant is specifically designed to support Adult Education and Family Literacy providers in offering specialized classes for adults aged 21 and older, as well as individuals under 21 who are not enrolled in public schools. The primary goal of the grant is to help adults in the community improve their qualifications for employment, enhance their ability to achieve self-sufficiency, and strengthen their role as responsible citizens. The courses funded by this grant include general education programs that help adults earn diplomas or meet the requirements for graduation from elementary or high schools, as well as classes aimed at Americanization and General Education Development (GED) preparation. These classes are tailored to address the needs of adult learners who may not have completed their formal education and who seek to improve their literacy, language, and academic skills.

Additionally, the grant provides funds for essential support services that remove barriers to participation, such as transportation assistance and childcare services. These resources are crucial for ensuring that adult learners have the opportunity to attend classes, regardless of their personal or financial circumstances. By offering these services, the grant helps ensure that individuals can successfully participate in educational programs, improving their chances of achieving long-term career success and personal growth. The overall aim of this initiative is to provide adults with the educational tools they need to better support themselves and their families while contributing more effectively to their communities.

### Performance.

The grant is awarded to Adult Education and Family Literacy providers based on their ability to meet specific performance outcomes, which are typically tied to measurable goals such as student progress, graduation rates, and successful completion of courses. Providers are evaluated on their effectiveness in helping adult learners achieve academic and career milestones, and funding is allocated accordingly to those programs that demonstrate the greatest success in delivering results. These performance outcomes ensure that the grant is supporting programs that are not only meeting the educational needs of adult learners but also making a tangible impact on improving their qualifications for employment and overall quality of life.

Appendix E

**SUMMARY OF CHANGES SINCE  
AUGUST 2016 FMM**

**Current Year Changes:**

All of the changes being made to this manual simply bring the manual up to date as a reference document and reflect current reporting requirements and practice.

**Summary of July 2025 Fiscal Management Manual (FMM) Changes**

- Table of Contents has been updated to include all notable changes.
- Struck references to UFRS throughout manual.
- Struck references to Tuition Chargeback throughout manual.
- Live links updated throughout document.
- Page 2, C, Codification System: Additional detail on subobjects
- Page 5, Working Cash Fund: Expanded Act reference
- Page 6, Trust and Agency Fund: Language modification
- Pgs. 8-35, Updated or modernized descriptors for object codes.
- Pgs. 21 - 22, Struck all account numbers previously used for grants that were discontinued. Previously tracked for UFRS history.
- Page 31, SBITA requirements, 54040.02 detailed to include procured software. Inclusion of 54100, new code to cover Subscription Based Software.
- Page 36, Financial Reporting, Annual Budget: Updated language with regards to annual budget submission. Removed reference to PPB and ZBB budgeting.
- Page 36, Financial Reporting, Annual Budget: Expounded on electronic submission of budget prescribed by the ICCB.
- Page 37, Financial Reporting, Certificate of Tax Levy: Expanded on language with regards to reporting.
- Page 39, Financial Reporting, External Audit: Updated due date to ICCB and included clarification on federal awards.
- Page 39, Financial Reporting, System Rule 1501.510: Included Reporting Requirements section prescribed by ICCB.
- Page 40, College Investments, Interfund Loans: Struck reference to Working Cash Fund transfers due to 110 ILCS 805/3-33.6a
- Page 45, Student Tuition and Fee: Expanded language aligning with System Rules
- Page 47, Grant Accountability and Transparency Act (GATA): A new rewrite of GATA section.
- Page 49, ICCB Requirements and Recommended Statements, enhance and replicate require language from Rules 1501.503
- Page 51, Audit Report: Updated language, also including example of Summary of Assessed Valuations
- Page 53, Struck reference to Certificate of Chargeback Reimbursement, replaced with Cost per Capita form (Section III A 11)
- Page 55, Audit Report, Replaced Certificate of Chargeback Reimbursement form with Cost per Capita
- Page 56, Certificate of Chargeback Reimbursement: Deleted
- Page 56, Audit Program Guide: Certified Credit Hours Claims, Complete rewrite of entire section.
- Page 56, B, Financial Compliance Audit Program for ICCB State Grants, updated language throughout section to include expansion on SU and SR claims data.
- Page 56, Audit Program Guide: Certified Credit Hour Claims – Section rewrite.
- Page 62, Audit Program Guide: Restricted Funding Including ICCB Grant Programs – Section rewrite.

- Page 64, Audit Program Guide: Adult Education and Family Literacy Grants – Section rewrite.
- Page 68, Audit Program Guide: Career and Technical Education: Program Improvement Grants – Section rewrite.
- Page 70, Glossary and Acronyms: Included terms from Rules that were missing and struck Uniform Financial Reporting Manual
- Page 78, Acronyms: Updated to reflect current usage.
- Page 79, Forms for Financial Reporting: Review all forms as updated to reflect current financial requirements.
- Page 108, Community College Treasurer’s Bond: Updated to align with Act.
- Page 109, Recommended Audit Schedule Format: Review all forms as updated to reflect current financial requirements.
- Page 111, Documentation to be Provided in Annual Audit: Recommended documents.
- Page 114, Supplemental Financial Statements: Review all forms as updated to reflect current financial requirements.
- Page 153, Supplemental Financial Information: Review all forms as updated to reflect current financial requirements.
- Page 158, Uniform Financial Statement: Review all forms as updated to reflect current financial requirements.
- Page 165, Certificate of Per Capital Cost: New addition to manual.
- Page 169, ICCB State and Federal Grants Financial Compliance Section: Review all forms as updated to reflect current financial requirements.
- Page 187, Current Year changes: Summary of July 2025 Fiscal Management Manual (FMM) Changes

(Note that FMM page numbering may have changed in recent manual version)

Illinois Community College Board

**EXECUTIVE SESSION**

**ONLY to be read if entering into executive session.**

**Mr. Chair reads:**

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

**A Board member will then read the following motion:**

**(All reasons for entering Executive Session must be clearly stated during the reading of the motion)**

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

**Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.**