MEMO

DATE: December 2, 2025

TO: Members of the Illinois Community College Board

FROM: Brian Durham, Ed.D.

SUBJECT: December 5, 2025 Board Meeting of the Illinois Community College Board

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** WEAR YOUR ICCB POLO SHIRTS AT THE BOARD MEETING **

Enclosed are agenda materials for the Friday, December 5th, meeting of the Illinois Community College Board to be held at the Springfield office of the ICCB, Harry L. Crisp II Community College Center, Second Floor Conference Room, 401 East Capitol Avenue, Springfield, IL. If you do not have an ICCB polo already, we will have one for you.

STAFF "MEET AND GREET": On December 4th there will be an opportunity for Board members to meet staff at the agency from 3pm until 4pm. This meeting will be informal and is just an opportunity to allow some conversation and dialogue with staff.

BOARD DINNER: On December 4th the Board is welcome to meet at Saputo's Restaurant, 801 E Monroe St, at 5:30 p.m. for dinner.

BOARD MEETING: On Friday, December 5th the board will hold their regularly scheduled Board meeting. There will be coffee and pastries in the morning with a boxed lunch following the meeting. The Board meeting will begin promptly at 9:30 a.m. in the 2nd floor conference room.

During this meeting, the Board will be honoring former Board Chair Lazaro Lopez, as well as presentations on items #6.1a - Fall 2025 IL Community College Opening Enrollment Report and #6.2a - Success (Equity) Plan Update. In addition, the Board will need to take action on items #6.1b - Spring 2026 Legislative Agenda, #7 - Fiscal Year 2027 Operations, Grants, and Capital Improvement Budget Request, #8 - New Units of Instruction, #9 - Recognition of the Illinois Community Colleges, #10 - Adoption of Minutes, and #11 – Consent Agenda items. Please also review the information items.

A block of rooms has been reserved at the **Crowne Plaza, 3000 S Dirksen Pkwy, Springfield**. If you have requested one, the hotel has given us a direct bill, so you will not have to pay for your hotel room unless you are a "no show" without cancelling your room before Noon the day prior to arrival. So please let Ann know if you will not be needing your room. Below are the confirmation numbers:

# 47139251 - Garate	
# 69120759 - McClinton	# 60405506 - Dziekan
# 42824018 - Jenkins	# 80952871 -Meese
# 68557729 - Peterson	# 41957926 - Banks
# 67599302 - McDonald	#87208261 – Lopez

The **ICCB Academic, Workforce, and Student Support Committee** *WILL* meet in the 3rd floor conference room on **FRIDAY morning at 8:00a**.

The **ICCB Finance, Budgeting, Accountability and External Affairs Committee** *WILL* meet in Brian's Office, 3rd floor, on **FRIDAY morning at 8:00a**.

If you have any questions, please call me at 217.502.6090 or email me at Brian.Durham@illinois.gov. I look forward to seeing you in December.

Agenda
468th Meeting of the
Illinois Community College Board

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

December 5, 2025

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Illinois Community College Board

RESOLUTION HONORING FORMER BOARD CHAIR
DR. LAZARO LOPEZ

The Illinois Community College Board will formally recognize Former Board Chair Dr. Lazaro Lopez for his distinguished service, leadership, and contributions to the Illinois Community College System. Dr. Lopez has played a central role in advancing the Board's mission and goals, strengthening statewide partnerships, and promoting equitable access and student success across Illinois' community college system.

ILLINOIS COMMUNITY COLLEGE BOARD

RESOLUTION HONORING DR. LAZARO LOPEZ

FOR TEN YEARS OF DEDICATED SERVICE TO THE ILLINOIS COMMUNITY COLLEGE BOARD

WHEREAS, Dr. Lazaro Lopez served with distinction as the Chair of the Illinois Community College Board (ICCB) for ten years, providing thoughtful, steadfast, and visionary leadership in advancing the mission of Illinois' community colleges; and

WHEREAS, Dr. Lopez led the development and implementation of three strategic ICCB Board Goals—educational equity, seamless student transitions, and economic and workforce development—and consistently used them as a guiding "north star" for the agency's direction and focus; and

WHEREAS, under Dr. Lopez's leadership, the ICCB significantly advanced policies and initiatives aligned to these goals, driving measurable impact across the state; and

WHEREAS, Dr. Lopez championed the statewide implementation of Transitional Instruction in math and English, leading to a twenty percent reduction in the rate of remediation for students entering community colleges; and

WHEREAS, Dr. Lopez was a vocal and early advocate for expanding access to dual credit opportunities, recognizing that early college experiences increase postsecondary success, close equity gaps, and accelerate students toward degree completion and career readiness; and

WHEREAS, Dr. Lopez supported efforts to improve equity in the acceptance of Advanced Placement (AP) scores, working to ensure that students from all backgrounds had opportunities to earn college credit on a level playing field across all of Illinois' higher education institutions; and

WHEREAS, Dr. Lopez consistently championed the work of ICCB staff and provided unwavering support to the agency, recognizing the essential role staff play in implementing policy, supporting colleges, and advancing student outcomes across the state; and

WHEREAS, Dr. Lopez's collaborative spirit, policy expertise, and commitment to educational excellence have left a lasting impact on the Illinois community college system and its students.

NOW, THEREFORE, BE IT RESOLVED, that the Illinois Community College Board expresses its profound gratitude to Dr. Lazaro Lopez for ten years of dedicated service, leadership, and advocacy on behalf of Illinois community colleges and the students of our state; and

BE IT FURTHER RESOLVED, that this resolution be entered into the official minutes of the Illinois Community College Board and that a suitable copy be presented to Dr. Lazaro Lopez as a token of the Board's enduring appreciation.

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

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

➢ Public Relations and Marketing Update

➢ Economic Impact Study Update

➢ Legislative Update

➢ Fiscal Year 2026 Grants Update

➢ Fiscal Year 2027 Budget Development

➢ Fall 2025 Enrollment Report

➢ Establishment of Advisory Committee Appointments

➢ Administrative Rules Update

Illinois Community College Board

FALL 2025 IL COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

Information will be shared from the Fall 2025 Illinois Community College Opening Enrollment Report. Specifically, Fall 2025 enrollment by instructional categories and other areas will be examined. Additionally, preliminary analysis by demography will be provided as well as enrollment comparisons to trends nationally.

FALL 2025 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

October 2025

FALL 2025 COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

SYSTEMWIDE HEADCOUNT ENROLLMENTS RISE 3.7 PERCENT FROM THE PREVIOUS YEAR AS COLLEGES REGISTER FOURTH CONSECUTIVE YEAR OF ENROLLMENT GROWTH

Overall, the Illinois Community College System opening Fall 2025 enrollments had an increase in both headcount (+3.7 percent) and Full-time Equivalent (FTE) (+3.0 percent) from the previous year. The opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. The preliminary counts derive from the web-based ICCB Fall 2025 Enrollment Survey.

Illinois Community College System enrollment reached 274,737 students in Fall 2025, representing a 1.3 percent increase over the pre-pandemic Fall 2019 level of 271,336 students. Since the pandemic, Illinois community colleges have demonstrated steady recovery in both enrollment and program participation, reflecting demand for accessible and affordable education. As key providers of workforce training, community colleges play a critical role in preparing students for in-demand careers, supporting employer needs, and advancing the Illinois economy.

Significant findings from the ICCB Fall 2025 Community College Opening Enrollment Report include:

- Fall 2025 headcount enrollments (+3.7 percent) and Full-time Equivalents (FTE) enrollments (+3.0 percent) both increased significantly from the previous year.

- Thirty-eight community colleges experienced an increase in headcount enrollment from Fall 2024 to Fall 2025, while seven community colleges had a decrease.

- Instructional areas often dependent on in-person instruction increased headcount enrollments in Career and Technical Education (+9.5 percent) but decreased headcount enrollments in Vocational Skills Training (-12.2%) in Fall 2025 compared to the previous year. Student enrollment in Transfer programs also had an uptick compared to the previous year with an increase of 2.3 percent.

- Adult Education (including English as a Second Language), which is also mostly dependent on in-person instruction, decreased headcount by 6.9 percent from Fall 2024 to Fall 2025. Adult Education serves a significant number of at-risk students, and the pandemic exacerbated issues for that population.

- For Dual Credit, which allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree, headcount enrollments increased 9.3 percent in Fall 2025 compared to Fall 2024.

- The number of distance education students increased in Fall 2025 as compared to the previous year, and distance education remains a prevalent and flexible form of course delivery with one-third of students (35.7 percent) enrolling in at least one online course in the current Fall as compared to Fall 2021 at 56.8 percent.

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- In Fall 2025, 84,392 students enrolled full-time, representing 30.7 percent of all enrollments.

Table 1 provides systemwide comparative fall census enrollment counts for the last five years. Fall 2025 headcount enrollments increased. The Fall 2024 (N = 264,875) to Fall 2025 (N = 274,737) increase in enrollment represents the fourth consecutive year of growth after a low in Fall 2021 (N = 230,490). The FTE figures reflect the total number of credit hours being taken by students divided by 15, which is the number of semester hours traditionally considered a full-time class load. The FTE enrollment was 152,571 in Fall 2025. Statewide FTE enrollments are up the equivalent of 4,406 full-time students (FTE +3.0 percent) from Fall 2024.

Table 1
SUMMARY OF OPENING FALL ENROLLMENT IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2021-2025

	2021	2022	2023	2024	2025
Headcount	230,490	233,758	246,931	264,875	274,737
% Change from Previous Year	-1.4%	1.4%	5.6%	7.3%	3.7%
FTE	132,358	132,913	140,029	148,165	152,571
% Change from Previous Year	-4.3%	0.4%	5.4%	5.8%	3.0%

Data Source: ICCB Fall 2025 Enrollment Survey and ICCB Centralized Data System–Fall Enrollment (E1) Student-Level Submission for Fall 2021-2024.

Opening Fall Headcount and FTE Results by College.
Table 2 provides comparative information by college for Fall 2021 through 2025 headcount enrollments. A one-year comparison between Fall 2024 and Fall 2025 among the 45 community colleges shows that more than three-quarters of the colleges reported an enrollment gain. Seven colleges reported headcount decreases of one percent or more. Thirty-seven colleges exhibited headcount enrollment increases of one percent or above. One college experienced little or no change (less than +/- one percent).

Table 3 provides college level comparative data on FTE enrollments for the most recent five-year period. Over the past year, FTE decreases are posted by three colleges, and 37 colleges reported increases. Five of the colleges experienced little or no change in FTE (less than +/- one percent).

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<u>Opening Fall Headcount Online Enrollment Statewide and by College</u>.
Online instruction is an important part of the delivery of instructional programs in the community college system. Fall 2025 is the eighteenth year that online enrollments have been reported from all colleges in the Opening Fall Enrollment Survey. Tables 4 and 5 provide unduplicated and duplicated headcount online enrollment for Fall 2021 through Fall 2025. There are 191,661 duplicated online enrollments and 98,061 unduplicated online enrollments for Fall 2025. Duplicated online headcount enrollments increased 4.6 percent (+8,375) from Fall 2024, while Fall 2025 unduplicated online enrollments increased 3.8 percent with 3,583 more students than Fall 2024. Based on unduplicated beginning of term counts, in Fall 2025 online headcount enrollments (unduplicated) accounted for 35.7 percent of overall headcount enrollments, which is similar to last year (35.7 percent). Figure 1 represents the statewide proportion of online student enrollments (i.e., students enrolling in at least one online course) versus on-campus only students. Online students accounted for 35.7 percent of the overall student population in Fall 2025 compared to Fall 2024, when online student enrollments also represented 35.7 percent of all students, in Fall 2023 represented 43.0 percent, and in Fall 2022 represented 47.3 percent. During the pandemic, online enrollments represented 56.8 percent of the population in Fall 2021.
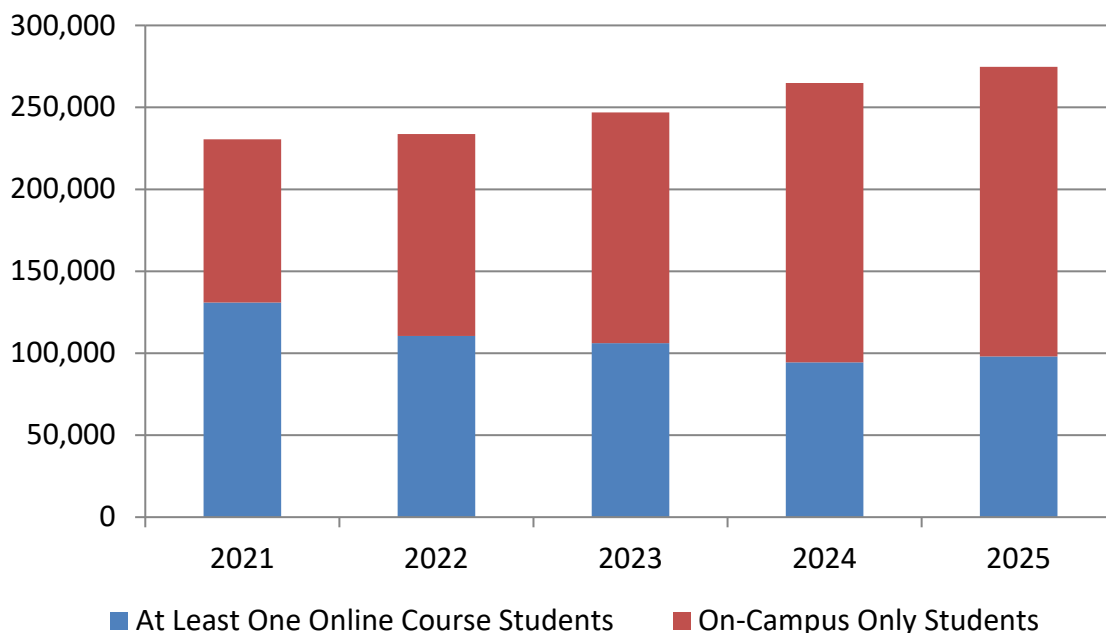
Figure 1: Opening Fall Headcount by Online Course Students versus On-Campus Only Students, 2021-2025

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Table 6 provides opening online FTE enrollments for Fall 2021 through Fall 2025. There are 39,194 online FTE enrollments in Fall 2025, which is an increase over Fall 2024 (+3.2 percent or +1,201 FTE). In Fall 2025, online FTE enrollments accounted for 25.7 percent of overall opening FTE enrollments, which is a slight increase from Fall 2024 (25.6 percent).

The Fall 2024 online unduplicated headcount is 90.8 percent of its corresponding 5-year average (N = 108,037). The Fall 2025 online duplicated headcount is also below its 5-year average (86.7 percent; N = 221,023). The online FTE for Fall 2025 is below its 5-year average (86.7 percent; N = 45,212).

Opening Fall Headcount Enrollment by Instructional Program Area Statewide and by College.
Table 7 provides Fall 2025 opening enrollments by instructional program area. This is a newer table within the report reflecting additional items collected for the first-time in 2021 as a part of the Fall survey process. The collection of more granular data at the instructional program area level will allow for a deeper understanding of enrollment trends. Transfer was the largest instructional program, accounting for 55.8 percent. Career and Technical Education was the second largest instructional program, accounting for 26.7 percent of enrollments in Fall 2025. Students in Adult Education (ABE, ASE, and ESL) comprised 9.6 percent of enrollments, while 7.1 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (0.6 percent) and General Studies (0.2 percent) programs represented only about one percent of enrollments in Fall 2025.

Figure 2 provides fall opening enrollment headcount by instructional program area for Fall 2021 through Fall 2025. Short-term, from Fall 2024 to Fall 2025, increases in enrollment occurred for students enrolled in the following curriculums: General Studies Certificate (+37.1 percent) and Career and Technical Education (+9.5 percent), while decreases occurred in Adult Education (-6.9 percent) and Vocational Skills (-12.2 percent). These instructional areas, which primarily lean on an in-person and hands-on curriculum, were impacted substantially by pandemic and the necessity in moving many courses to remote or online modalities. General Associate (+11.6 percent) and Transfer (+2.3 percent) instructional areas also saw increases in enrollment from Fall 2024 to Fall 2025. Longer-term, from Fall 2021 to Fall 2025, several instructional program areas experienced enrollment growth ranging from 10.8 percent in Transfer to 67.0 percent in Adult Education (including English as a Second Language). Vocational Skills (-29.1 percent) showed an enrollment decline from Fall 2021.

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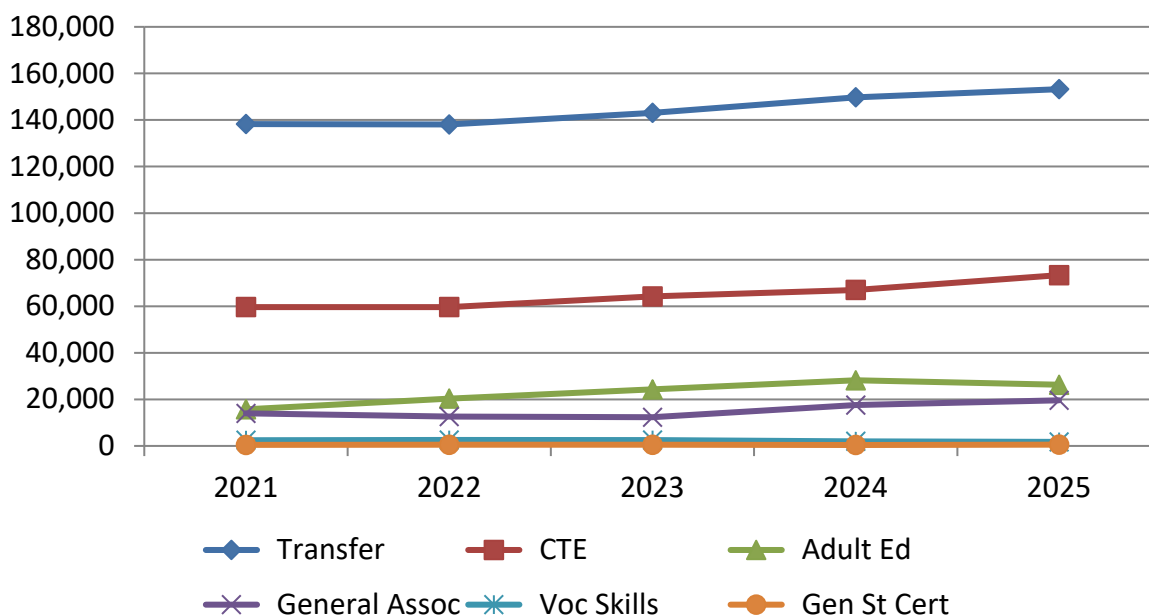
Figure 2: Opening Fall Headcount by Instructional Program Area, 2021-2025

Opening Fall Headcount Dual Credit Enrollment Statewide and by College.
Table 8 provides opening headcount enrollments of dual credit students in Fall 2025. Like Table 7, this table reflects the addition of new items collected in the Fall survey beginning in 2021. At the beginning of the Fall 2025 semester there were 54,965 enrollments for dual credit students, which represented one in five enrollments (20.0 percent). Opening dual credit enrollments increased 9.3 percent from last fall and increased 55.8 percent from Fall 2021.

Opening Fall Headcount Full-Time Enrollment Statewide and by College.
Table 9 provides opening headcount enrollments of full-time students in Fall 2025. This is a new table within the report starting in Fall 2024. About one-third of Illinois community college students enrolls full-time. In Fall 2025, 84,392 students enrolled full-time, representing 30.7 percent of all enrollments. The number of full-time students increased 1.8 percent compared to Fall 2024 (N = 82,909).

Additional Background. The Fall 2025 preliminary summary student counts in this report (Fall 2025 Opening Enrollment Report) derive from the web-based ICCB Fall 2025 Enrollment Survey. Beyond the survey, which allows ICCB and the Illinois Community College System to timely address stakeholder inquiries about fall enrollment, ICCB also annually collects student-level data from community colleges for the fall term. Upon finalization of the data in late fall, the nuanced data will allow ICCB to more fully analyze instructional areas, demographics, and other student characteristics.

It should be noted the counts in this report also only provide a "snapshot" of opening fall term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., accelerated course modules, intensive

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late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete annual data are available via ICCB's Data Book. The joint ICCB-IBHE Illinois Postsecondary Profiles platform also provides pertinent trend information on Enrollment, Affordability, Progress, Advancement, and Completion for all 2- and 4-year higher education institutions in Illinois.

ICCB

Dist. No.	District/College	Fall 2021 Headcount	Fall 2022 Headcount	Fall 2023 Headcount	Fall 2024 Headcount	Fall 2025 Headcount	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	3,736	3,773	3,853	4,001	4,545	21.7 %	13.6 %
518	Carl Sandburg	1,687	1,688	1,688	1,603	1,642	-2.7	2.4
508	City Colleges of Chicago	(32,565)	(34,795)	(39,207)	(42,768)	(44,296)	(36.0)	(3.6)
02	Harold Washington	5,750	5,559	5,859	6,121	6,252	8.7	2.1
04	Harry S Truman	4,749	5,289	6,185	6,839	6,957	46.5	1.7
01	Kennedy-King	1,903	2,237	2,780	3,274	3,705	94.7	13.2
03	Malcolm X	6,551	7,314	8,011	9,303	10,105	54.3	8.6
05	Olive-Harvey	1,831	2,101	2,747	3,137	2,945	60.8	-6.1
06	Richard J. Daley	4,545	4,787	5,836	6,296	6,374	40.2	1.2
07	Wilbur Wright	7,236	7,508	7,789	7,798	7,958	10.0	2.1
502	College of DuPage	20,849	21,939	23,216	26,224	27,999	34.3	6.8
532	College of Lake County	12,117	11,651	12,290	12,530	12,775	5.4	2.0
507	Danville Area	2,032	1,924	2,149	2,297	2,399	18.1	4.4
509	Elgin	8,050	8,910	9,614	10,251	10,461	30.0	2.0
512	Harper	12,015	12,434	13,069	13,988	14,276	18.8	2.1
540	Heartland	4,697	4,774	4,795	4,855	4,964	5.7	2.2
519	Highland	1,203	1,184	1,369	1,360	1,481	23.1	8.9
514	Illinois Central	7,385	7,044	7,578	7,906	8,264	11.9	4.5
529	Illinois Eastern	(4,826)	(4,171)	(4,755)	3,726	3,494	-27.6	-6.2
04	Frontier	2,337	1,740	2,364	DNA	DNA	--	--
01	Lincoln Trail	632	636	605	DNA	DNA	--	--
02	Olney Central	992	869	880	DNA	DNA	--	--
03	Wabash Valley	865	926	906	DNA	DNA	--	--
513	Illinois Valley	2,470	2,371	2,594	2,720	2,938	18.9	8.0
530	John A. Logan	2,954	3,272	3,120	3,224	3,363	13.8	4.3
539	John Wood	1,728	1,720	1,866	1,856	1,927	11.5	3.8
525	Joliet Junior	11,551	10,212	9,863	14,414	14,045	21.6	-2.6
520	Kankakee	2,231	2,333	2,404	2,564	2,745	23.0	7.1
501	Kaskaskia	2,282	3,370	3,447	3,669	3,741	63.9	2.0
523	Kishwaukee	2,442	2,581	2,807	2,969	3,146	28.8	6.0
517	Lake Land	3,644	3,742	3,699	3,960	4,138	13.6	4.5
536	Lewis and Clark	4,125	3,973	4,196	4,606	4,498	9.0	-2.3
526	Lincoln Land	4,840	4,444	5,238	5,677	6,072	25.5	7.0
528	McHenry County	8,765	8,874	9,051	9,399	9,586	9.4	2.0
524	Moraine Valley	10,578	10,511	11,144	11,296	11,765	11.2	4.2
527	Morton	3,850	3,753	3,653	3,562	3,449	-10.4	-3.2
535	Oakton	7,433	7,645	7,032	8,329	7,471	0.5	-10.3
505	Parkland	5,394	5,686	6,018	6,014	6,355	17.8	5.7
515	Prairie State	2,618	2,680	3,045	2,953	3,043	16.2	3.0
521	Rend Lake	2,002	2,017	1,871	2,015	2,123	6.0	5.4
537	Richland	2,252	2,075	2,214	2,388	2,552	13.3	6.9
511	Rock Valley	5,494	5,861	5,480	5,978	6,016	9.5	0.6
506	Sauk Valley	1,378	1,386	1,433	1,467	1,572	14.1	7.2
531	Shawnee	1,054	1,174	1,142	1,156	1,219	15.7	5.4
510	South Suburban	3,691	3,905	3,873	3,818	4,560	23.5	19.4
533	Southeastern Illinois	1,239	1,379	1,392	1,446	1,411	13.9	-2.4
522	Southwestern Illinois	7,213	7,188	7,955	8,492	9,033	25.2	6.4
534	Spoon River	1,273	1,212	1,225	1,247	1,288	1.2	3.3
504	Triton	9,048	8,616	9,262	9,842	11,035	22.0	12.1
516	Waubonsee	7,779	7,491	8,324	8,305	9,050	16.3 %	9.0 %
	Totals	230,490	233,758	246,931	264,875	274,737	19.2 %	3.7 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with
four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2021-2024 and Fall Enrollment Survey for Fall 2025

Dist. No.	District/College	Fall 2021 FTE	Fall 2022 FTE	Fall 2023 FTE	Fall 2024 FTE	Fall 2025 FTE	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	2,134	2,079	2,113	2,263	2,573	20.6 %	13.7 %
518	Carl Sandburg	1,043	1,039	1,053	1,010	1,022	-2.1	1.2
508	City Colleges of Chicago	(19,565)	(20,401)	(22,932)	(25,073)	(26,244)	(34.1)	(4.7)
02	Harold Washington	3,451	3,249	3,377	3,430	3,497	1.4	2.0
04	Harry S Truman	2,616	2,971	3,443	3,842	3,959	51.4	3.0
01	Kennedy-King	1,325	1,362	1,639	1,989	2,210	66.8	11.1
03	Malcolm X	4,107	4,460	4,831	5,424	6,026	46.7	11.1
05	Olive-Harvey	1,046	1,209	1,598	1,934	1,759	68.3	-9.0
06	Richard J. Daley	2,676	2,768	3,480	3,784	3,909	46.1	3.3
07	Wilbur Wright	4,344	4,382	4,565	4,670	4,884	12.4	4.6
502	College of DuPage	11,655	11,777	12,466	13,542	13,962	19.8	3.1
532	College of Lake County	7,054	6,857	7,321	7,277	7,345	4.1	0.9
507	Danville Area	1,139	1,111	1,249	1,351	1,370	20.2	1.3
509	Elgin	4,712	5,016	5,406	5,687	5,866	24.5	3.1
512	Harper	6,862	6,878	7,208	7,624	7,728	12.6	1.4
540	Heartland	2,687	2,740	2,689	2,713	2,730	1.6	0.6
519	Highland	808	756	828	850	873	8.2	2.7
514	Illinois Central	3,984	3,788	4,115	4,270	4,453	11.8	4.3
529	Illinois Eastern	(2,270)	(2,256)	(2,260)	2,002	1,992	-12.2	-0.5
04	Frontier	539	522	570	DNA	DNA	--	--
01	Lincoln Trail	484	481	440	DNA	DNA	--	--
02	Olney Central	666	653	635	DNA	DNA	--	--
03	Wabash Valley	583	600	616	DNA	DNA	--	--
513	Illinois Valley	1,457	1,497	1,534	1,659	1,705	17.1	2.8
530	John A. Logan	1,859	1,974	1,958	2,000	2,060	10.8	3.0
539	John Wood	1,160	1,117	1,165	1,213	1,252	7.9	3.2
525	Joliet Junior	6,399	6,008	6,125	7,566	7,173	12.1	-5.2
520	Kankakee	1,368	1,455	1,494	1,580	1,669	22.1	5.7
501	Kaskaskia	1,538	1,806	1,911	2,086	2,089	35.8	0.1
523	Kishwaukee	1,454	1,508	1,649	1,776	1,873	28.8	5.4
517	Lake Land	2,368	2,476	2,381	2,392	2,566	8.4	7.3
536	Lewis and Clark	2,282	2,147	2,337	2,459	2,491	9.1	1.3
526	Lincoln Land	3,019	2,807	3,131	3,242	3,421	13.3	5.5
528	McHenry County	4,226	4,256	4,320	4,602	4,701	11.2	2.2
524	Moraine Valley	6,065	5,943	6,297	6,418	6,626	9.3	3.3
527	Morton	2,054	2,043	1,991	2,041	2,103	2.4	3.0
535	Oakton	4,068	4,151	3,933	4,279	4,141	1.8	-3.2
505	Parkland	3,250	3,376	3,484	3,551	3,703	13.9	4.3
515	Prairie State	1,505	1,602	1,763	1,764	1,781	18.3	1.0
521	Rend Lake	1,351	1,398	1,297	1,327	1,404	3.9	5.8
537	Richland	1,147	1,094	1,081	1,167	1,242	8.2	6.4
511	Rock Valley	3,633	3,669	3,564	3,637	3,695	1.7	1.6
506	Sauk Valley	872	885	923	951	1,006	15.3	5.8
531	Shawnee	648	707	676	709	732	12.9	3.3
510	South Suburban	1,566	1,663	2,011	1,826	1,865	19.0	2.1
533	Southeastern Illinois	666	729	743	760	770	15.7	1.4
522	Southwestern Illinois	4,583	4,310	4,570	5,016	5,330	16.3	6.3
534	Spoon River	746	688	689	693	721	-3.3	4.0
504	Triton	4,836	4,785	4,889	5,281	5,533	14.4	4.8
516	Waubonsee	4,324	4,124	4,471	4,510	4,762	10.1 %	5.6 %
	Totals	132,358	132,913	140,029	148,165	152,571	15.3 %	3.0 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2021-2024 and Fall Enrollment Survey for Fall 2025

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Dist. No.	District/College	Fall 2021 Unduplicated	Fall 2022 Unduplicated	Fall 2023 Unduplicated	Fall 2024 Unduplicated	Fall 2025 Unduplicated	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	2,192	1,962	1,780	1,703	1,887	-13.9 %	10.8 %
518	Carl Sandburg	1,121	1,052	1,016	962	1,011	-9.8	5.1
508	City Colleges of Chicago	(21,171)	(17,901)	(18,419)	(8,260)	(9,239)	(-56.4)	(11.9)
02	Harold Washington	4,739	3,867	3,689	1,717	1,829	-61.4	6.5
04	Harry S Truman	2,380	2,048	2,373	1,065	1,137	-52.2	6.8
01	Kennedy-King	1,085	1,217	1,332	707	818	-24.6	15.7
03	Malcolm X	5,016	4,423	4,401	1,621	1,937	-61.4	19.5
05	Olive-Harvey	1,037	941	1,213	761	835	-19.5	9.7
06	Richard J. Daley	2,107	1,934	2,175	1,007	1,195	-43.3	18.7
07	Wilbur Wright	4,807	3,471	3,236	1,382	1,488	-69.0	7.7
502	College of DuPage	13,474	9,755	9,642	10,516	10,869	-19.3	3.4
532	College of Lake County	5,773	7,430	6,820	6,011	5,932	2.8	-1.3
507	Danville Area	972	888	411	487	586	-39.7	20.3
509	Elgin	6,124	3,914	3,501	3,880	3,886	-36.5	0.2
512	Harper	8,553	6,216	5,862	5,871	5,765	-32.6	-1.8
540	Heartland	2,615	2,522	2,557	2,617	2,729	4.4	4.3
519	Highland	620	576	594	656	585	-5.6	-10.8
514	Illinois Central	3,980	2,927	3,035	3,085	3,411	-14.3	10.6
529	Illinois Eastern	(1,357)	(1,540)	(1,471)	1,624	1,638	20.7	0.9
04	Frontier	195	302	184	DNA	DNA	--	--
01	Lincoln Trail	326	375	411	DNA	DNA	--	--
02	Olney Central	442	500	488	DNA	DNA	--	--
03	Wabash Valley	394	363	388	DNA	DNA	--	--
513	Illinois Valley	950	1,265	998	1,269	1,169	23.1	-7.9
530	John A. Logan	1,342	1,265	1,278	1,264	1,383	3.1	9.4
539	John Wood	1,194	1,164	1,334	1,267	1,289	8.0	1.7
525	Joliet Junior	7,795	4,902	4,342	4,858	4,859	-37.7	0.0
520	Kankakee	793	1,031	967	957	1,032	30.1	7.8
501	Kaskaskia	1,207	1,214	1,287	1,326	1,310	8.5	-1.2
523	Kishwaukee	1,453	1,210	1,368	1,461	1,549	6.6	6.0
517	Lake Land	1,833	1,944	1,850	1,902	1,947	6.2	2.4
536	Lewis and Clark	1,377	931	947	1,125	1,061	-22.9	-5.7
526	Lincoln Land	2,603	2,451	2,564	2,367	2,546	-2.2	7.6
528	McHenry County	3,343	3,205	3,007	3,203	3,589	7.4	12.1
524	Moraine Valley	7,216	4,495	4,305	1,390	1,364	-81.1	-1.9
527	Morton	1,180	1,477	770	879	1,561	32.3	77.6
535	Oakton	5,403	3,980	4,153	4,076	3,893	-27.9	-4.5
505	Parkland	2,794	4,223	3,078	2,100	3,266	16.9	55.5
515	Prairie State	1,774	1,363	1,366	1,271	1,305	-26.4	2.7
521	Rend Lake	879	851	782	909	950	8.1	4.5
537	Richland	1,247	1,161	1,188	1,114	1,312	5.2	17.8
511	Rock Valley	3,539	3,014	2,901	2,893	3,122	-11.8	7.9
506	Sauk Valley	727	783	820	812	814	12.0	0.2
531	Shawnee	500	507	560	599	631	26.2	5.3
510	South Suburban	1,072	1,392	1,308	850	1,257	17.3	47.9
533	Southeastern Illinois	568	718	577	568	605	6.5	6.5
522	Southwestern Illinois	3,202	3,115	3,201	3,555	3,867	20.8	8.8
534	Spoon River	528	705	467	766	808	53.0	5.5
504	Triton	4,543	2,442	2,427 *	2,605	2,806	-38.2	7.7
516	Waubonsee	3,948	3,088	3,152	3,420	1,228	-68.9 %	-64.1 %
	Totals	130,962	110,579	106,105	94,478	98,061	-25.1 %	3.8 %

* Modified by College
Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: Fall Enrollment Surveys

Illinois Community College Board
Table 5
PRELIMINARY OPENING DUPLICATED ONLINE ENROLLMENT
FALL 2021-2025

Dist. No.	District/College	Fall 2021 Duplicated	Fall 2022 Duplicated	Fall 2023 Duplicated	Fall 2024 Duplicated	Fall 2025 Duplicated	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	4,973	3,936	3,425	3,355	3,820	-23.2 %	13.9 %
518	Carl Sandburg	2,389	2,123	2,055	1,932	2,065	-13.6	6.9
508	City Colleges of Chicago	(60,989)	(37,291)	(36,097)	(14,065)	(15,877)	(-74.0)	(12.9)
02	Harold Washington	13,388	8,308	7,614	2,958	3,046	-77.2	3.0
04	Harry S Truman	6,398	4,280	4,381	1,653	1,768	-72.4	7.0
01	Kennedy-King	2,778	2,502	2,696	1,139	1,383	-50.2	21.4
03	Malcolm X	15,122	9,021	8,526	2,554	3,096	-79.5	21.2
05	Olive-Harvey	2,711	2,003	2,518	1,633	1,838	-32.2	12.6
06	Richard J. Daley	5,807	4,061	4,120	1,806	2,344	-59.6	29.8
07	Wilbur Wright	14,785	7,116	6,242	2,322	2,402	-83.8	3.4
502	College of DuPage	29,518	19,252	18,515	20,211	20,236	-31.4	0.1
532	College of Lake County	9,995	14,998	13,320	11,031	10,896	9.0	-1.2
507	Danville Area	1,560	2,047	1,246	1,059	1,383	-11.3	30.6
509	Elgin	14,659	7,562	5,951	6,429	6,596	-55.0	2.6
512	Harper	20,217	12,416	11,015	10,944	10,836	-46.4	-1.0
540	Heartland	6,561	4,557	4,770	5,031	5,146	-21.6	2.3
519	Highland	1,278	1,238	1,215	1,260	1,152	-9.9	-8.6
514	Illinois Central	8,325 *	5,566 *	5,775 *	5,999	6,795	-18.4	13.3
529	Illinois Eastern	(1,618)	(1,786)	(1,722)	1,828	1,860	15.0	1.8
04	Frontier	208	320	201	DNA	DNA	--	--
01	Lincoln Trail	449	457	509	DNA	DNA	--	--
02	Olney Central	514	605	577	DNA	DNA	--	--
03	Wabash Valley	447	404	435	DNA	DNA	--	--
513	Illinois Valley	1,829	2,260	2,289	2,319	2,064	12.8	-11.0
530	John A. Logan	2,503	2,146	2,527	2,566	2,639	5.4	2.8
539	John Wood	2,566	2,507	2,670	2,460	2,503	-2.5	1.7
525	Joliet Junior	18,671	9,322	7,771	8,107	8,648	-53.7	6.7
520	Kankakee	1,376	1,819	1,748	1,667	1,654	20.2	-0.8
501	Kaskaskia	2,749	2,370	2,654	2,823	2,603	-5.3	-7.8
523	Kishwaukee	3,696	2,770	2,938	3,315	3,403	-7.9	2.7
517	Lake Land	3,552	4,046	3,764	3,979	3,915	10.2	-1.6
536	Lewis and Clark	2,362	931	1,614	1,988	1,907	-19.3	-4.1
526	Lincoln Land	5,463	4,994	4,999	4,559	4,785	-12.4	5.0
528	McHenry County	6,820	6,242	5,676	6,180	7,040	3.2	13.9
524	Moraine Valley	16,065	9,066	8,370	4,488	4,741	-70.5	5.6
527	Morton	2,616	2,428	8,508	3,771	2,815	7.6	-25.4
535	Oakton	12,731	9,328	10,078	7,005	6,970	-45.3	-0.5
505	Parkland	5,142	9,471	7,157	7,322	7,588	47.6	3.6
515	Prairie State	3,453	2,782	2,493	2,369	3,049	-11.7	28.7
521	Rend Lake	1,635	1,607	1,441	1,833	2,013	23.1	9.8
537	Richland	1,803	1,734	1,624	1,562	2,221	23.2	42.2
511	Rock Valley	8,047	6,339	5,774	5,883	6,299	-21.7	7.1
506	Sauk Valley	1,374	1,488	1,693	1,831	1,801	31.1	-1.6
531	Shawnee	1,003	1,050	1,201	1,268	1,339	33.5	5.6
510	South Suburban	3,147	2,670	2,305	1,802	2,253	-28.4	25.0
533	Southeastern Illinois	1,037	1,310	1,186	1,113	1,190	14.8	6.9
522	Southwestern Illinois	6,489	6,338	6,362	7,360	8,201	26.4	11.4
534	Spoon River	1,115	1,573	998	1,580	1,877	68.3	18.8
504	Triton	9,633	4,413	4,333 *	4,559	4,887	-49.3	7.2
516	Waubonsee	8,161	5,992	6,003	6,433	6,594	-19.2 %	2.5 %
	Totals	297,120	219,768	213,282	183,286	191,661	-35.5 %	4.6 %

* Modified by College
Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: Fall Enrollment Surveys

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Dist. No.	District/College	Fall 2021 FTE	Fall 2022 FTE	Fall 2023 FTE	Fall 2024 FTE	Fall 2025 FTE	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	970	751	662	654	752	-22.5 %	15.1 %
518	Carl Sandburg	479	434	416	384	416	-13.0	8.3
508	City Colleges of Chicago	(11,750)	(8,297)	(8,364)	(2,988)	(3,387)	(-71.2)	(13.4)
02	Harold Washington	2,629	1,824	1,668	634	655	-75.1	3.4
04	Harry S Truman	1,231	952	1,115	348	375	-69.5	7.7
01	Kennedy-King	537	536	587	237	288	-46.4	21.7
03	Malcolm X	2,829	2,068	1,994	547	667	-76.4	21.9
05	Olive-Harvey	530	438	562	340	384	-27.5	12.9
06	Richard J. Daley	1,131	899	987	378	495	-56.2	30.9
07	Wilbur Wright	2,863	1,580	1,451	504	522	-81.8	3.7
502	College of DuPage	6,389	4,121	3,948	4,275	4,302	-32.7	0.7
532	College of Lake County	2,203	3,136	2,766	2,281	2,239	1.6	-1.8
507	Danville Area	372	312	436	223	290	-22.1	29.8
509	Elgin	3,196	1,567	1,317	1,373	1,409	-55.9	2.6
512	Harper	4,188	2,538	2,224	2,180	2,140	-48.9	-1.8
540	Heartland	1,367	939	1,014	1,042	1,061	-22.3	1.9
519	Highland	233	242	232	237	217	-6.6	-8.4
514	Illinois Central	1,751	1,131	1,161	1,211	1,348	-23.0	11.3
529	Illinois Eastern	(293)	(332)	(351)	371	374	27.6	0.8
04	Frontier	38	55	43	DNA	DNA	--	--
01	Lincoln Trail	77	83	95	DNA	DNA	--	--
02	Olney Central	99	111	117	DNA	DNA	--	--
03	Wabash Valley	79	84	97	DNA	DNA	--	--
513	Illinois Valley	340	417	339	435	383	12.8	-11.8
530	John A. Logan	514	457	506	513	538	4.7	4.7
539	John Wood	481	470	495	456	454	-5.5	-0.3
525	Joliet Junior	3,920	1,896	1,632	1,812	1,771	-54.8	-2.3
520	Kankakee	253	360	333	318	327	29.6	3.0
501	Kaskaskia	498	474	949	537	507	1.8	-5.5
523	Kishwaukee	734	552	583	652	674	-8.2	3.3
517	Lake Land	861	779	722	779	754	-12.5	-3.2
536	Lewis and Clark	473	678	314	803	392	-17.1	-51.2
526	Lincoln Land	1,135	1,055	1,070	968	1,018	-10.3	5.2
528	McHenry County	1,272	1,162	1,074	1,172	1,258	-1.1	7.4
524	Moraine Valley	3,064	1,829	1,701	1,747	1,851	-39.6	5.9
527	Morton	79	490	568	251	572	627.7	127.7
535	Oakton	2,535	1,525	1,582	1,552	1,477	-41.7	-4.8
505	Parkland	1,123	2,094	1,180	1,180	1,224	9.0	3.7
515	Prairie State	714	533	483	470	464	-35.0	-1.1
521	Rend Lake	309	301	262	337	369	19.4	9.5
537	Richland	535	538	501	497	561	4.7	12.8
511	Rock Valley	1,584	1,224	1,124	1,161	1,242	-21.6	7.0
506	Sauk Valley	230	610	245	272	263	14.3	-3.3
531	Shawnee	209	207	247	254	275	31.3	8.1
510	South Suburban	614	519	460	468	438	-28.7	-6.3
533	Southeastern Illinois	206	253	214	209	225	9.2	7.7
522	Southwestern Illinois	1,283	1,237	1,242	1,402	1,552	20.9	10.7
534	Spoon River	222	320	205	328	378	70.6	15.3
504	Triton	2,023	933	906 *	943 *	1,007	-50.2	6.8
516	Waubonsee	1,601	1,165	1,170	1,260	1,284	-19.8 %	1.9 %
	Totals	60,001	45,875	42,995	37,993	39,194	-34.7 %	3.2 %

* Modified by College
Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: Fall Enrollment Surveys

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	4	2,396	1,562	0	96	59	81	347	4,545
518	Carl Sandburg	308	945	341	0	48	0	0	0	1,642
508	City Colleges of Chicago	(6,228)	(22,414)	(5,785)	(0)	(4)	(2,165)	(512)	(7,188)	(44,296)
	Harold Washington	322	5,369	561	0	0	0	0	0	6,252
	Harry S Truman	347	2,918	861	0	0	410	75	2,346	6,957
	Kennedy-King	280	1,816	1,070	0	1	356	28	154	3,705
	Malcolm X	3,862	3,261	1,466	0	2	498	86	930	10,105
	Olive-Harvey	205	1,595	647	0	0	216	35	247	2,945
	Richard J. Daley	611	2,938	831	0	1	378	167	1,448	6,374
	Wilbur Wright	601	4,517	349	0	0	307	121	2,063	7,958
502	College of DuPage	256	12,888	12,215	68	1	124	35	2,412	27,999
532	College of Lake County	21	7,508	3,558	0	157	62	209	1,260	12,775
507	Danville Area	364	1,372	456	0	46	141	0	20	2,399
509	Elgin	31	6,240	2,673	0	11	82	95	1,329	10,461
512	Harper	99	9,488	3,089	0	103	104	0	1,393	14,276
540	Heartland	4	3,666	853	0	0	121	87	233	4,964
519	Highland	117	1,022	312	10	20	0	0	0	1,481
514	Illinois Central	1,220	4,941	1,793	0	0	130	0	180	8,264
529	Illinois Eastern	251	1,750	1,356	0	34	38	54	11	3,494
513	Illinois Valley	38	1,793	898	30	0	40	78	61	2,938
530	John A. Logan	187	2,086	925	0	103	32	15	15	3,363
539	John Wood	490	930	488	0	0	19	0	0	1,927
525	Joliet Junior	4,211	5,737	3,409	11	24	72	117	464	14,045
520	Kankakee	562	907	1,029	0	0	61	43	143	2,745
501	Kaskaskia	345	2,341	1,055	0	0	0	0	0	3,741
523	Kishwaukee	0	1,921	961	1	49	47	42	125	3,146
517	Lake Land	343	2,316	1,300	0	19	110	0	50	4,138
536	Lewis and Clark	179	1,155	2,915	0	17	106	99	27	4,498
526	Lincoln Land	449	3,723	1,900	0	0	0	0	0	6,072
528	McHenry County	367	6,699	1,777	0	0	102	91	550	9,586
524	Moraine Valley	336	8,699	2,384	0	2	50	9	285	11,765
527	Morton	557	1,449	1,059	0	0	77	32	275	3,449
535	Oakton	8	4,504	1,542	0	47	108	67	1,195	7,471
505	Parkland	218	4,023	2,111	0	0	1	0	2	6,355
515	Prairie State	235	1,455	1,138	0	104	1	39	71	3,043
521	Rend Lake	0	1,505	573	0	45	0	0	0	2,123
537	Richland	355	1,546	565	2	12	70	1	1	2,552
511	Rock Valley	1	4,621	1,325	0	39	0	3	27	6,016
506	Sauk Valley	2	1,059	511	0	0	0	0	0	1,572
531	Shawnee	110	155	485	406	62	1	0	0	1,219
510	South Suburban	34	3,830	674	0	0	18	2	2	4,560
533	Southeastern Illinois	83	836	280	0	212	0	0	0	1,411
522	Southwestern Illinois	2	4,369	4,291	0	0	95	125	151	9,033
534	Spoon River	15	844	237	0	34	63	62	33	1,288
504	Triton	1,369	4,094	3,736	0	453	1,346	3	34	11,035
516	Waubonsee	197	6,000	1,796	23	0	198	59	777	9,050
	TOTALS	19,596	153,227	73,357	551	1,742	5,643	1,960	18,661	274,737

SOURCE OF DATA: Fall Enrollment Surveys
Note: Historical Fall Enrollment by Instructional Program Area collected via Student-Level Data are available via ICCB Databook Section I Table 2.

Illinois Community College Board
Table 8
PRELIMINARY OPENING
DUAL CREDIT ENROLLMENTS
BY COLLEGE, FALL 2021-2025

Dist. No.	College Name	Fall 2021 Dual Credit Headcount	Fall 2022 Dual Credit Headcount	Fall 2023 Dual Credit Headcount	Fall 2024 Dual Credit Headcount	Fall 2025 Dual Credit Headcount	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	995	1,098	1,118	1,140	1,293	29.9 %	13.4 %
518	Carl Sandburg	535	535	555	529	489	-8.6	-7.6
508	City Colleges of Chicago	(2,694)	(3,558)	(3,968)	(4,265)	(4,442)	(64.9)	(4.2)
02	Harold Washington	759	808	819	959	1,042	37.3	8.7
04	Harry S Truman	65	147	359	315	728	1020.0	131.1
01	Kennedy-King	292	381	514	524	639	118.8	21.9
03	Malcolm X	220	376	246	494	451	105.0	-8.7
05	Olive-Harvey	356	424	561	544	429	20.5	-21.1
06	Richard J. Daley	441	837	924	889	697	58.0	-21.6
07	Wilbur Wright	561	585	545	540	456	-18.7	-15.6
502	College of DuPage	2,505	3,549	3,501	5,405	6,573	162.4	21.6
532	College of Lake County	115	161	231	334	315	173.9	-5.7
507	Danville Area	281	181	330	696	774	175.4	11.2
509	Elgin	748	1,040	1,178	1,507	1,670	123.3	10.8
512	Harper	1,744	2,031	2,013	2,371	2,511	44.0	5.9
540	Heartland	1,022	1,107	1,232	1,155	1,154	12.9	-0.1
519	Highland	175	275	288	276	330	88.6	19.6
514	Illinois Central	1,892	1,794	1,996	2,092	2,355	24.5	12.6
529	Illinois Eastern	(918)	(890)	(1,078)	984	1,028	12.0	4.5
04	Frontier	238	248	393	DNA	DNA	--	--
01	Lincoln Trail	150	190	205	DNA	DNA	--	--
02	Olney Central	325	236	295	DNA	DNA	--	--
03	Wabash Valley	205	216	185	DNA	DNA	--	--
513	Illinois Valley	494	481	578	542	557	12.8	2.8
530	John A. Logan	785	999	890	1,018	996	26.9	-2.2
539	John Wood	215	222	252	289	283	31.6	-2.1
525	Joliet Junior	2,049	871	305	4,160	3,923	91.5	-5.7
520	Kankakee	228	147	131	119	83	-63.6	-30.3
501	Kaskaskia	462	1,481	1,541	1,547	1,666	260.6	7.7
523	Kishwaukee	460	595	750	745	843	83.3	13.2
517	Lake Land	1,042	1,027	1,079	1,165	1,364	30.9	17.1
536	Lewis and Clark	1,409	1,355	1,452	1,663	1,689	19.9	1.6
526	Lincoln Land	328	23	715	1,186	1,388	323.2	17.0
528	McHenry County	3,242	3,582	3,678	3,630	3,515	8.4	-3.2
524	Moraine Valley	2,143	2,235	2,611	2,726	2,818	31.5	3.4
527	Morton	741	754	268	384	0	-100.0	-100.0
535	Oakton	512	465	448	580	2	-99.6	-99.7
505	Parkland	747	874	1,090	1,118	1,131	51.4	1.2
515	Prairie State	0	34	43	0	0	--	--
521	Rend Lake	574	409	589	732	759	32.2	3.7
537	Richland	643	618	739	871	966	50.2	10.9
511	Rock Valley	308	565	603	880	962	212.3	9.3
506	Sauk Valley	247	251	242	281	340	37.7	21.0
531	Shawnee	204	320	287	299	340	66.7	13.7
510	South Suburban	1,353	1,663	1,118	1,329	2,335	72.6	75.7
533	Southeastern Illinois	101	134	118	89	525	419.8	489.9
522	Southwestern Illinois	689	1,081	1,710	1,812	1,936	181.0	6.8
534	Spoon River	272	315	312	270	274	0.7	1.5
504	Triton	1,199	888	1,435	1,018	1,555	29.7	52.8
516	Waubonsee	1,216	1,103	1,474	1,086	1,781	46.5 %	64.0 %
	Totals	35,287	38,711	41,946	50,293	54,965	55.8 %	9.3 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: Fall Enrollment Surveys

{ICCB

Dist. No.	District/College	Full-Time	Part-Time	Total
503	Black Hawk	1,563	2,982	4,545
518	Carl Sandburg	726	916	1,642
508	City Colleges of Chicago	(13,897)	(30,399)	(44,296)
02	Harold Washington	2,028	4,224	6,252
04	Harry S Truman	1,864	5,093	6,957
01	Kennedy-King	1,239	2,466	3,705
03	Malcolm X	3,094	7,011	10,105
05	Olive-Harvey	998	1,947	2,945
06	Richard J. Daley	2,024	4,350	6,374
07	Wilbur Wright	2,650	5,308	7,958
502	College of DuPage	7,365	20,634	27,999
532	College of Lake County	3,855	8,920	12,775
507	Danville Area	823	1,576	2,399
509	Elgin	3,180	7,281	10,461
512	Harper	4,066	10,210	14,276
540	Heartland	1,416	3,548	4,964
519	Highland	604	877	1,481
514	Illinois Central	2,322	5,942	8,264
529	Illinois Eastern	1,263	2,231	3,494
513	Illinois Valley	1,042	1,896	2,938
530	John A. Logan	1,368	1,995	3,363
539	John Wood	878	1,049	1,927
525	Joliet Junior	3,766	10,279	14,045
520	Kankakee	971	1,774	2,745
501	Kaskaskia	1,296	2,445	3,741
523	Kishwaukee	1,138	2,008	3,146
517	Lake Land	1,799	2,339	4,138
536	Lewis and Clark	1,363	3,135	4,498
526	Lincoln Land	1,759	4,313	6,072
528	McHenry County	2,286	7,300	9,586
524	Moraine Valley	4,216	7,549	11,765
527	Morton	1,144	2,305	3,449
535	Oakton	2,048	5,423	7,471
505	Parkland	2,162	4,193	6,355
515	Prairie State	905	2,138	3,043
521	Rend Lake	1,002	1,121	2,123
537	Richland	526	2,026	2,552
511	Rock Valley	2,453	3,563	6,016
506	Sauk Valley	684	888	1,572
531	Shawnee	515	704	1,219
510	South Suburban	812	3,748	4,560
533	Southeastern Illinois	536	875	1,411
522	Southwestern Illinois	3,105	5,928	9,033
534	Spoon River	476	812	1,288
504	Triton	2,569	8,466	11,035
516	Waubonsee	2,493	6,557	9,050
	Totals	84,392	190,345	274,737

SOURCE OF DATA: Fall Enrollment Surveys
Note: Historical Fall Enrollment by Type of Attendance is collected via Student-Level Data
       are available via ICCB Databook Section I Table 1.

Illinois Community College Board

SPRING 2026 LEGISLATIVE AGENDA

The Board's Spring 2026 legislative agenda will be presented for approval following an oral presentation at the board meeting.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT AFFAIRS COMMITTEE

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

- ➢ Call to Order of the AWS Committee Meeting

- ➢ SUCCESS (Equity) Plan Update

- ➢ Workforce Education

  - Career and Technical Education Annual Report

  - FY24 Non-Credit Strategies at Work Final Report

- ➢ Strategic Initiatives

  - April 2026 HiSET Price Increase

- ➢ Academic Affairs and Student Services

  - Dual Credit Quality Act (DCQA) Report Highlights

  - New Units of Instruction

Illinois Community College Board

SUCCESS (EQUITY) PLAN UPDATE

SUPPORTING UNIVERSITIES AND COLLEGES IN CREATING EQUITABLE STUDENT SUCCESS (SUCCESS) – (EQUITY) PLAN IMPLEMENTATION: In accordance with Public Act 102-1046 (110 ILCS 205/9.16), public colleges and universities in Illinois are required to develop and implement institutional equity plans aimed at closing gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups. Institutions submitted baseline plans in Spring 2024 in alignment with the statutory requirements. With support from the Lumina Foundation (and various other funders), and in partnership with the Illinois Community College System Foundation as fiscal agent, the Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Office of Community College Research and Leadership, and the Governor's Office, the partners are executing a three-pronged approach to support equity plan implementation. The support program is designed around three buckets:

- *Communities of Practice* designed around topics cited in equity plans and identified in a recent survey sent to institutional leaders. Topics include comprehensive first-year experience/advising, basic needs, and improving D, F, W rates.

- *Targeted Technical Assistance* to provide structured, customized support to individual institutions aimed at deepening and accelerating the implementation of their Equity Plans. The goal is to help institutions toward measurable outcomes by identifying barriers, refining equity-focused initiatives, and integrating equity goals into institutional planning, student support systems, workforce programs, and classroom practices.

- *Knowledge Sessions* to showcase evidence-based practices. This interactive multi-modal (webinars, podcasts, videos, etc.) series will spotlight promising and proven student success strategies being implemented across Illinois colleges.

The next step in the process is the issuance of guidance to institutions for the submission of SUCCESS (Equity) Plan updates. Institutions are only required to submit a summary of progress made since the initial submission of their plans. These summaries are due by May 31, 2026.

Illinois Community College Board

DUAL CREDIT QUALITY ACT UPDATE

An update about the implementation of the Dual Credit Quality Act will be provided. A summary of important changes, the status of rulemaking, and an update on the DCQA Advisory Committee meetings will be provided.

Illinois Community College Board

FISCAL YEAR 2027
OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS BUDGET REQUEST

The Illinois Community College Board's fiscal year 2027 operations, grants, and capital budget request reflects the agency's commitment to advancing its core priorities in alignment with Board goals. The request emphasizes:

- Expanding access and success for low-income and minority students;
- Enhancing workforce training opportunities to help individuals move out of poverty and meet critical labor market needs while addressing workforce shortages; and
- Strengthening the State's investment in the community college system to ensure colleges have the necessary resources to support student success and institutional stability.

The capital budget request includes three components: recommended funding allocations to all projects that have been appropriated but remain unfunded, capital renewal grants to address deferred maintenance and infrastructure needs, and new college specific project requests.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2027 Operations and Grants Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;

2. Approves the fiscal year 2027 Capital Budget Request for the Illinois Community College System as presented in the attached Table 3 and Table 4;

3. Authorizes the submission of the requests to the Illinois Board of Higher Education; and

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

BACKGROUND

OVERVIEW

Illinois community colleges enrolled nearly 275,000 students in Fall, 2025, with 13 percent of whom were African American and 30 percent Latinx. Community colleges serve many rural students and low-income students. Investing in community colleges is essential to Illinois closing its equity gaps. Colleges will also need enhanced resources to meet the academic and social-emotional needs of students to ensure they stay on track to meet their educational goals.

Illinois has reduced higher education funding by more than 50 percent since fiscal year 2002, shifting more of the operational burden onto students and local taxpayers. As state support has declined, community colleges have increasingly relied on tuition revenue and local property taxes to maintain essential services. A stable and equitable state funding stream is critical to preserve access and avoid further tuition increases. Today, the state contributes roughly 15 percent of total community college revenues-far below the original funding framework under which the State, local property taxes and tuition/fees were each intended to provide one-third of community college funding.

COMMUNITY COLLEGE SOURCES OF REVENUE

■ Student ■ Local ■ State

	Student	Local	State
1965 VISION	33%	33%	33%
FY 2000	23%	43%	34%
FY 2016	44%	49%	7%
FY 2017	40%	44%	17%
FY 2018	39%	44%	17%
FY 2019	40%	46%	14%
FY 2020	39%	46%	15%
FY 2021	37%	48%	15%
FY 2022	34%	50%	16%
FY 2023	34%	50%	16%
FY 2024	35%	50%	15%
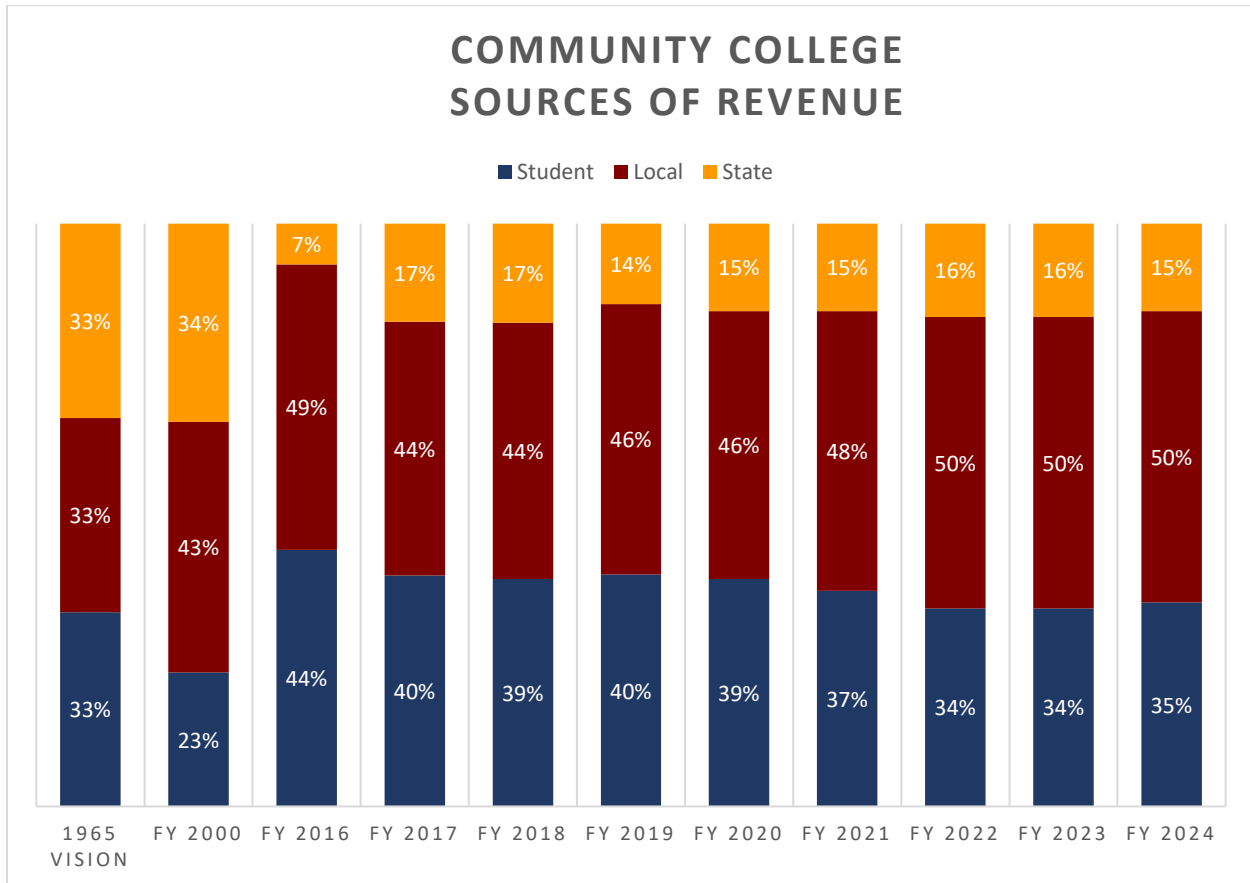
As summarized in **Table 1**, the ICCB is recommending a General Funds operating appropriation increase of $13.2 million (or 3.7 percent). In total, the Board recommends an all-funds appropriation of $546.0 million.

COMMUNITY COLLEGE UNRESTRICTED GRANTS

In fiscal year 2027, ICCB endorses prioritization of funding for system operating grants (Base Operating, Equalization, and City Colleges of Chicago). As such, the Board recommends a funding increase of $10,923,347 (3.5 percent). In total, the Board recommends fiscal year 2027 funding levels of:
- Base Operating: $219,825,927, an increase of $7.4 million
- Equalization: $86,987,093, an increase of $2.9 million
- City Colleges of Chicago: $16,205,927, an increase of $0.5 million

Base Operating Grant
- ❖ *Increase of $7.4 million (3.5 percent)*

The Base Operating Grant is built on the principles of equity, productivity, and mission alignment. By providing consistent funding for comparable programs across all community college districts, the formula ensures an equitable distribution of state resources. Because funding is tied to changes in enrollment, the model also reinforces productivity. Additionally, the formula accounts for program-level cost differences—for example, districts with a higher share of career and technical education programs receive funding that reflects those mission-driven needs.

Despite this intentional design, current state appropriations cover only 29 percent of the formula's full funding level, leaving a 71 percent deficit. This gap represents a $519.9 million shortfall in resources needed for Illinois' community college system to meet its intended funding parameters and support student success.
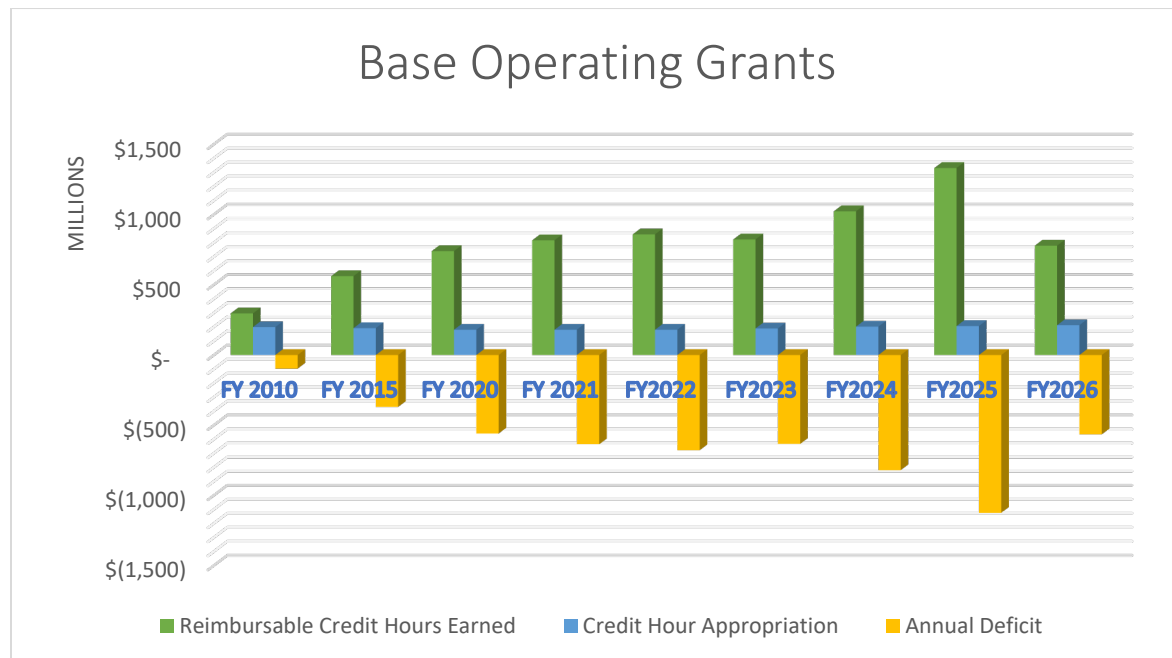
The recommended 3.5% increase in Base Operating funding for fiscal year 2027—an additional $7,433,727—is essential to sustaining high-quality, affordable community college programs across Illinois.

Strengthening the Base Operating Grant reduces the pressure on local governments and minimizes the costs that would otherwise be shifted to students through tuition increases.
Fiscal year 2027 recommended funding: **$219,825,927**

Equalization Grant
  ❖ *Increase of $2.9 million (3.5 percent)*

The Equalization Grant is designed to reduce disparities in local property tax resources and ensure that community colleges with limited tax bases have access to the funding necessary to offer robust educational programs. By offsetting differences in local wealth, the grant promotes equity in educational opportunity across the state.

The current appropriations fund only 46 percent of the formula, leaving a 54 percent deficit. This gap represents a shortfall of more than $96.7 million for the community colleges eligible for equalization funding.
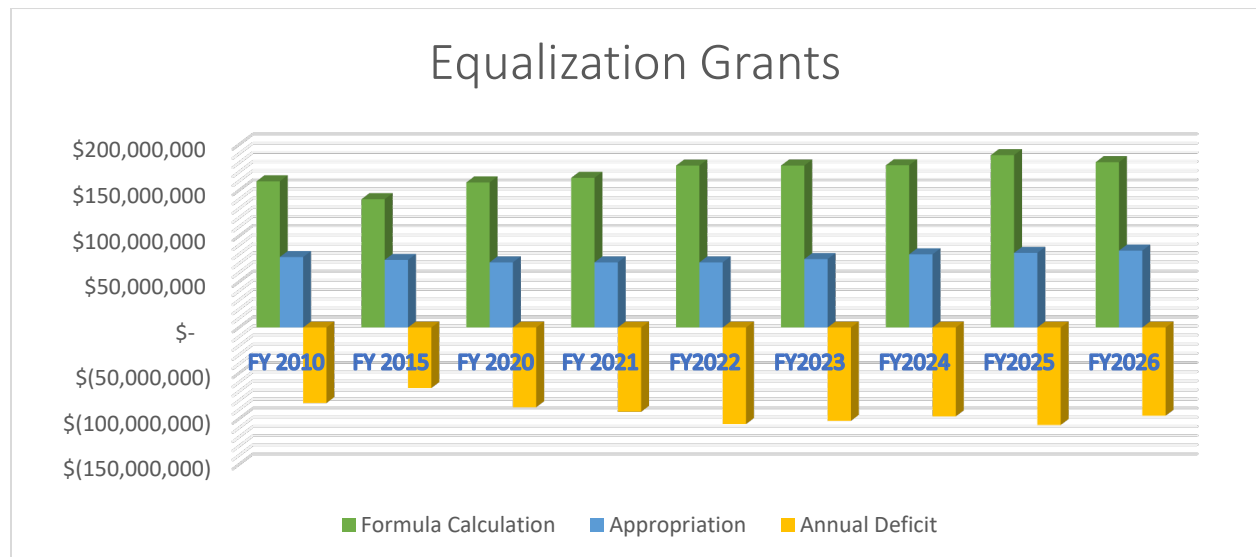
For fiscal year 2027, the ICCB recommends a 3.5% increase in Equalization funding—an additional $2,941,593—to continue progress toward equitable state support for all districts.

Fiscal year 2027 recommended funding: **$86,987,093.**

City Colleges of Chicago Grant
  ❖ *Increase of $0.5 million (3.5 percent)*

The ICCB recommends a 3.5% increase in fiscal year 2027—an additional $548,027—for the City Colleges of Chicago grant. Established in fiscal year 2005, this grant was created to offset the district's loss of Equalization funding. It provides flexible support that may be used for operating expenditures across the City Colleges of Chicago system.
Fiscal year 2027 recommended funding: **$16,205,927**.

Small College Grants

❖ *Level funding*

These grants provide supplemental resources to colleges with smaller enrollments that still shoulder unavoidable fixed costs such as administration, student services, and operations.

Fiscal year 2027 recommended funding: **$548,400.**

Performance Based Funding
❖ *Level funding*

Performance-Based Funding for community colleges was established under Public Act 97-320 in June 2012. Unlike traditional funding models that rely solely on enrollment, this approach allocates resources based on key student success measures. For community colleges, performance funding is awarded based on a broad set of outcomes, including graduation and completion rates, entry into employment, certificate attainment, progress toward college-level coursework. This model encourages continuous improvement by recognizing and rewarding colleges for advancing student achievement and workforce success.

Fiscal year 2027 recommended funding: **$359,000.**

COMMUNITY COLLEGE RESTRICTED GRANTS

Postsecondary Career and Technical Education
❖ *Increase of $0.7 million (3.6 percent)*

ICCB recommends a 3.5 percent increase ($678,975) in fiscal year 2027 to support Career and Technical Education (CTE) programs. These funds help ensure that CTE offerings remain current, high-quality, and aligned with industry standards, so students are prepared for in-demand careers and employers have access to a well-trained workforce.

CTE programs, offered by the colleges and administered under the Strengthening Career and Technical Education for the 21st Century Act, provide students with opportunities in more than 100 career fields. These programs include integrated academic and technical instruction, work-based learning, dual credit opportunities and potential for continuing education at the baccalaureate level. This state funding provides the required maintenance of effort to qualify for federal funds.

Fiscal year 2027 recommended state funding: **$19,653,975**.

Adult Education and Family Literacy
❖ *Increase of $0.8 million (3.5 percent)*

ICCB recommends a 3.5 percent increase ($842,822) in fiscal year 2027 for Adult Education and Literacy programs administered under the Workforce Innovation and Opportunity Act. Specifically, this recommendation includes:

- Basic grants: $24,634,622, an increase of $0.8 million
- Performance based grants: $11,798,500, level funding

Adult Education programs provide critical services to adults with less than a 12th grade education, adults for whom English is a second language, and high school and adult students pursuing CTE training through

integrated education and training programs. These programs provide foundational skills that support employment, economic mobility, and continued education.

Fiscal year 2027 recommended state funding: **$36,433,122**.

Title II Adult Education (Digital Literacy)
  ❖ *Level funding*

Access to technology and digital skills instruction is essential for adult learners as they transition into postsecondary education or the workforce. As new technologies emerge, adult education programs must continually update their technology infrastructure and instructional approaches to meet learner needs. The Title II Adult Education Digital Literacy Grant supports programs by providing resources to upgrade technology infrastructure, support technology integration in the classroom, and expand and improve distance learning options for adult learners.

Fiscal year 2027 recommended funding: **$2,000,000.**

English Language Services
  ❖ *Level funding*

English Language Services funding supports the increasing number of asylees, refugees, and migrants seeking English Language Acquisition. This funding promotes economic, linguistic, and civic integration by helping adult immigrants and adult English Learners achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens.

Fiscal year 2027 recommended funding: **$750,000.**

Workforce Equity Initiative / Innovative Bridge and Transition Grants
  ❖ *Level funding*

The purpose of the Workforce Empowerment Initiative (WEI) is to create, support, or expand one-year or less credit and/or non-credit workforce training opportunities in high-need communities focused on specific sectors with identified workforce gaps. The funds provide grant-funding opportunities to community colleges that focuses on improving workforce opportunities for individuals of poverty from distressed communities. The Innovative Bridge and Transitions (IBT) provides funding opportunities, through a competitive process, to support the seamless transition of students between education systems as well as employment. Supporting and scaling effective and equitable education and career programming is essential for preparing targeted populations. The objectives of this grant are intended to increase access and persistence along career pathways for the targeted populations to be served. In FY24, 11,731 individuals across 44 programs were served. The entities included high school districts, community-based-organizations, regional offices of education, community colleges, and universities. Of the individuals reported being served, 38% were African American, 34% Hispanic, and 14% white.
Fiscal year 2027 recommended funding: **$28,794,400.**

Pipeline for the Advancement of the Healthcare Workforce Program (PATH)
  ❖ *Level funding*

The PATH Program provides grants to all 39 community college districts to create, support, and expand opportunities of individuals enrolled in a healthcare pathway to obtain credentials, certificates, and degrees that allow them to enter into or advance their careers in the healthcare industry. The program was established to address healthcare staff shortages, particularly in nursing, that exist around the state and have been exacerbated by the COVID-19 pandemic. Approximately 26,776 students were enrolled in the PATH program at the end of Fiscal Year 2025, with over 15,762 completers. This program supports Growth Strategy 3, aligning the state's economic development and higher education strategies, ensuring both address historic inequities.

Fiscal year 2027 recommended funding: **$15,000,000.**

Dual Credit Grants

> ❖ *Level funding*

A dual credit course is a college-level course that allows high school students to earn both high school and college credit simultaneously. According to the ICCB's most recent Dual Credit Report, students who completed at least one dual credit course nearly doubled their community college graduation rate compared to students who did not participate—an outcome consistent across demographic groups. Dual credit continues to be a strong predictor of student success.

In academic year 2025, Illinois community colleges offered 16,393 dual credit courses serving more than 101,634 individual students across all 39 community college districts. Students earned credit in a broad array of subjects—from math and English to career and technical education fields. Over the past decade, both enrollment and the variety of courses have grown steadily; dual credit students now represent one in five community college students annually.

The ICCB recommends level funding to maintain and expand dual credit opportunities, with a focus on increasing access for low-income students and students of color. This investment strengthens pathways to postsecondary success, helping students save both time and money.

Fiscal year 2027 recommended state funding: **$3,175,000.**

Advanced Manufacturing & Electric Vehicle Grants
> ❖ *Level funding*

The purpose of the Advanced Manufacturing and Electric Vehicle Grants (entitled Rev Up EV Community College Initiative) is to support a cohort of community colleges in developing institutional and community capacity for the transition to electric vehicle technology. The initiative prioritizes education and training programs that span across the EV technology occupational continuum from development and production to maintenance of electric vehicles, as well as installation and maintenance of critical infrastructure. The funds also support the Illinois Green Economy Network's (IGEN) community college centered community of practice to assist with statewide curriculum development and implementation. Cumulatively beginning in 2024, over 17,000 students and over 800 employers have been engaged, and over 110 programs have been developed.

Fiscal year 2027 recommended funding: **$9,000,000.**

Non-Credit Workforce Training Grants
- ❖ *Level funding*

This dedicated funding will enable the community college system to increase their investment in immediate, short-term workforce solutions that position individuals for career growth. The purpose of this grant initiative is to increase responsiveness to employer needs, individual training needs, and workforce shortages through building capacity and strengthening the impact of noncredit workforce training at community colleges. Noncredit workforce training allows community college to be nimble and swift to respond to workforce and employer needs. However, noncredit training is not financial aid eligible, and there are limited state and federal funds that support this function. The need for continued funding to meet the growing demand for noncredit training for individuals and employers has increased as costs for employers, students, and employees have grown. In FY24, 9,741 individuals (duplicated} received training. Manufacturing was the largest training sector with 2,441 participants. 455 employers received customized training for employees and business solutions services with 257 of those being small businesses and 224 minority or women owned.

Fiscal year 2027 recommended state funding: **$5,175,000.**

Mental Health Early Action on Campus
- ❖ *Level funding*

The purpose of the Mental Health Early Action on Campus grant is to provide funding to support implementation of the Mental Health Early Action on Campus Act. Through a base allocation each community college district receives funds to support existing MHEAC activities. Additional funding is made available to colleges through a competitive grant process for the further expansion of existing supports and implement new strategies to support mental health.

Fiscal year 2027 recommended funding: **$6,000,000.**

Grants for Transitional and Developmental Education
- ❖ *Level funding*

The Postsecondary and Workforce Readiness Act (PWR Act) includes Transitional Math and English coursework to increase college readiness for high school seniors. Students who successfully complete these courses jointly developed by community colleges and high schools are guaranteed placement in credit-bearing courses at all Illinois community colleges and accepting Illinois universities. Additionally, under the Developmental Education Reform Act (DERA), colleges are piloting evidence-based models and scaling reform initiatives designed to increase students' successful movement through developmental education and into and through gateway courses. Grant funding assists and support colleges in assessing and scaling equitable, evidence-based developmental education reform efforts to fully meet the requirements of DERA.

Fiscal year 2027 recommended funding: **$1,000,000.**

East St. Louis Community College Center
- ❖ *Level funding*

Funding for the East St. Louis Community College Center at the Wyvetter H. Younge Higher Education Campus supports higher education consortium activities at the Center. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College.

Fiscal year 2027 recommended funding: **$1,447,900.**

Illinois Veterans & National Guard Grants
  ❖ *Level funding*

This program provides funding to community colleges to offset the cost of statutorily mandated tuition and fee waivers granted to qualifying veterans and members of the Illinois National Guard. These waivers ensure that those who have served the state and nation are able to pursue higher education opportunities without financial barriers. Funding reimburses community colleges for the loss of tuition and fee revenue associated with the mandatory waivers, helping institutions sustain access and affordability for eligible students while maintaining fiscal stability.

Fiscal year 2027 recommended funding: **$4,264,400.**

Lincoln's Challenge Scholarships
  ❖ *Level funding*

This program provides financial assistance to Lincoln's Challenge Academy, a military-style residential program for at-risk youth who have not completed high school. Students who successfully complete the academy are eligible to receive scholarships to attend an Illinois community college, enabling them to continue their education and pursue postsecondary credentials that support long-term employability and self-sufficiency.

Fiscal year 2027 recommended funding: **$60,200.**

Homelessness Prevention
  ❖ *Increase of $0.2 million (80%)*

In Fiscal Year 2025, the program's appropriation was transferred from the Illinois Department of Human Services (DHS) to the Illinois Community College Board (ICCB) to strengthen coordination between higher education access initiatives and student support services. This funding enables the ICCB to collaborate with the Illinois Office to Prevent and End Homelessness and local community colleges to build campus-based supports for students experiencing or at risk of homelessness. Program activities include identifying students in need, connecting them to housing and social service resources, expanding data collection on housing insecurity, and supporting institutional capacity to respond effectively to basic needs challenges. ICCB received an additional grant from IDHS in Fiscal Year 2026 of $200,000 and is requesting transferal of that funding directly to ICCB in Fiscal Year 2027 to improve administrative efficiency and streamline program management.

Fiscal year 2027 recommended funding: **$450,000.**

Alternative Schools Network
  ❖ *Level funding*

The Alternative Schools Network (ASN) grant supports programs that re-engage and re-enroll high school dropouts in a program that will ultimately lead to attainment of a high school diploma.

Fiscal year 2027 funding: **$4,000,000.**

Trade Schools
  ❖ *Level funding*

Tacking Back the Trades! Trade School Grant Program expands access to high-demand trade careers for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other socioeconomic barriers. Grantees are required to engage in partnerships with high school district(s), employers, and community-based organizations or labor organizations to ensure coordinated training and employment pipelines. The initiative aligns with statewide workforce goals to address shortages in sectors critical to Illinois' economic growth.

Fiscal year 2027 funding: **$5,000,000.**

Southwestern Illinois Justice and Workforce Development Campus
  ❖ *Level funding*

The Southwestern Illinois Justice and Workforce Development Campus is located on the former campus of Lindenwood University in Belleville. The campus serves as a law enforcement training and workforce development hub, which supports Growth Strategy 3, aligning the state's economic development and higher education strategies. Southwestern Illinois College (SWIC) manages campus operations for the city of Belleville. This grant supports funding for annual expenditures including security; dormitory and dining operations; utilities; custodial and maintenance of buildings and grounds; and insurance and administrative fees.

Fiscal year 2027 recommended funding: **$5,310,000.**

COMMUNITY COLLEGE BOARD OPERATIONS

Illinois Longitudinal Data System (ILDS)
  ❖ *Increase of $0.02 million (2.7 percent)*

The ILDS is a student unit record data system that links student records from early learning through the postsecondary level, which may consist of separate student unit record systems integrated through agreement and data transfer mechanisms.

An increase of $17,689 is requested to support personal services expenditures for a cost-of-living adjustment in addition to an increase in contractual services for the office building lease increase.

Fiscal year 2027 recommended funding: **$683,789.**

High School Equivalency (HSE) Administration (general revenue)
  ❖ *Increase of $0.02 million (1.4 percent)*

An increase of $18,704 in the High School Equivalency appropriation will allow the ICCB to support personal services expenditures for a cost-of-living adjustment and contractual services for the office building lease increase.

Fiscal year 2027 total recommended funding: **$1,384,004.**

Common Application Implementation
 ❖ *Increase of $0.02 million (50 percent)*

This program supports the community colleges' participation in the Common Application and statewide implementation of the One Click College Admit direct admission initiative. The additional funds will cover agency personnel and administrative costs currently supported by an IBHE Lumina Foundation grant, which expires in FY2027. This investment ensures uninterrupted statewide coordination and continued expansion of both initiatives.

Fiscal Year 2027 recommended funding: **$750,000.**

ICCB Operations (general revenue)
 ❖ *Increase of $0.3 million*

The ICCB requests an additional $283,758 to support core agency operations. These increases are distributed across key operating lines as follows:

- Personal Services, Retirement and Medicare: +$122,965
- Electronic Data Processing (IT): +$151,342
- Contractual Services: +$9,451

   Personal Services. The ICCB's authorized headcount has grown from 50 positions in FY2022 to 72 positions in the current year, reflecting continued expansion of Board responsibilities through new grant programs, legislative mandates, and statewide initiatives. The agency has also experienced significant turnover in critical roles and must remain competitive with other State agencies to recruit and retain a highly qualified workforce.

   An increase in personal services funding is recommended to support a Board-approved cost-of-living-adjustment (COLA) and ensure continued staffing availability.

   Electronic Data Processing (EDP). Additional EDP funding is requested to replace ICCB network servers that are nearing end of life. This investment is necessary to maintain secure and efficient system operations, support the agency's expanding technology needs, and reduce risks associated with outdated infrastructure.

   Contractual Services. A modest increase in contractual services is recommended to cover higher building occupancy lease costs and increased charges from DoIT for statistical support services.

The Board also recommends consolidating the Grants Management appropriation (-$0.5 million) with the lump sum operations appropriation (+$0.5 million). This shift provides administrative flexibility and has no net fiscal impact on the total operations budget.

Fiscal year 2027 recommended funding: **$4,911,558.**

ICCB Capital Request

❖ *Increase of $2.6 million*

The Illinois Community College Board (ICCB) requests capital funding to replace the deteriorated roof on Building A at the Wyvetter H. Younge East St. Louis Higher Education Campus. The existing roof has exceeded its useful life and is experiencing leaks, membrane failure, and water intrusion that now threaten classrooms, offices, and mechanical systems. Temporary repairs are no longer sufficient, and full replacement is required to prevent structural, electrical, and environmental hazards that could disrupt educational and workforce training services provided by multiple partner institutions on the campus. The project includes removal of the existing roof, installation of a new energy-efficient roofing system, and associated structural and drainage improvements. Based on assessments conducted with Southern Illinois University Edwardsville, the total estimated project cost is $2,637,870, including construction, design, contingency, and escalation.

Table 1
Illinois Community College Board
Fiscal Year 2027 Budget Recommendation

Fund	Line Item	P.A. 104-0003 FY 2026 Appropriations	FY 2027 Budget Recommendation	FY 2027 Change ($)	FY 2027 Change (%)
	State General Funds	$ 360,384,400	$ 373,599,694	$ 13,215,294	3.7%
	State PPRT Fund	$ 105,570,000	$ 105,570,000	$ -	0.0%
	Total General Funds	$ 465,954,400	$ 479,169,694	$ 13,215,294	2.8%
	Unrestricted Grants				
0007	Base Operating Grant	$ 106,822,200	$ 114,255,927	$ 7,433,727	7.0%
0802	Base Operating Grant	105,570,000	105,570,000	-	0.0%
	Subtotal Base Operating Grants	$ 212,392,200	$ 219,825,927	$ 7,433,727	3.5%
0007	Equalization Grant	$ 84,045,500	$ 86,987,093	$ 2,941,593	3.5%
0001	City Colleges of Chicago	15,657,900	16,205,927	548,027	3.5%
0001	Performance Based Funding	359,000	359,000	-	0.0%
0001	Small College Grant	548,400	548,400	-	0.0%
	Subtotal Unrestricted Grants	$ 313,003,000	$ 323,926,347	$ 10,923,347	3.5%
	Statewide Initiatives & Other Grants				
0001	Lincoln's Challenge Program	$ 60,200	$ 60,200	$ -	0.0%
0001	Alternative Schools Network	4,000,000	4,000,000	-	0.0%
0001	Illinois Veterans & National Guard	4,264,400	4,264,400	-	0.0%
0001	Transitional Math & English	1,000,000	1,000,000	-	0.0%
0001	East St. Louis Higher Education Center	1,447,900	1,447,900	-	0.0%
0001	BRIDGE and Workforce Equity Grants	28,794,400	28,794,400	-	0.0%
0001	SWIC Lindenwood	5,310,000	5,310,000	-	0.0%
0001	PATH Grants	15,000,000	15,000,000	-	0.0%
0001	Mental Health Early Action on Campus Grants	6,000,000	6,000,000	-	0.0%
0001	Advanced Manufacturing & Electric Vehicle Grants	9,000,000	9,000,000	-	0.0%
0001	Dual Credit Grants	3,175,000	3,175,000	-	0.0%
0001	Noncredit Workforce Grants	5,175,000	5,175,000	-	0.0%
0001	Homelessness Prevention Grant	250,000	450,000	200,000	80.0%
0001	Trade School Grants	5,000,000	5,000,000	-	0.0%
	Subtotal Statewide Initiatives & Other Grants	$ 88,476,900	$ 88,676,900	$ 200,000	0.2%
	Adult Education				
0001	Adult Education State Basic	$ 23,791,800	$ 24,634,622	$ 842,822	3.5%
0001	Adult Education State Performance	11,798,500	11,798,500	-	0.0%
0001	Title II Adult Education (Digital Literacy)	2,000,000	2,000,000	-	0.0%
0001	English Language Services	750,000	750,000	-	0.0%
	Subtotal Adult Education Grants	$ 38,340,300	$ 39,183,122	$ 842,822	2.2%
	Career and Technical Education				
0001	Career & Technical Education Grants	$ 18,975,000	$ 19,653,975	$ 678,975	3.6%
	Subtotal Career & Technical Education Grants	$ 18,975,000	$ 19,653,975	$ 678,975	3.6%
	Total Grants	$ 458,795,200	$ 471,440,344	$ 12,645,144	2.8%
	Agency Operations				
0001	IL Longitudinal Data System	$ 666,100	$ 683,789	$ 17,689	2.7%
0001	High School Equivalency (GED)	1,365,300	1,384,004	18,704	1.4%
0001	Common App	500,000	750,000	250,000	50.0%
0001	Grants Administration	500,000	-	(500,000)	-100.0%
0001	Agency Operations	4,127,800	4,911,557	783,757	19.0%
	Subtotal GRF Operations	$ 7,159,200	$ 7,729,350	$ 570,150	8.0%
	Total State General Funds Budget	$ 465,954,400	$ 479,169,694	$ 13,215,294	2.8%

Item #7
December 5, 2025

Table 2
Illinois Community College Board
Fiscal Year 2027 Budget Recommendation

Fund	Line Item	P.A. 104-0003 FY 2026 Appropriations	FY 2027 Budget Recommendation	FY 2027 Change ($)	FY 2027 Change (%)
	State General Funds	$ 465,954,400	$ 479,169,694	$ 13,215,294	2.8%
	State Other Funds	$ 15,200,000	$ 15,200,000	$ -	0.0%
	Federal Funds	$ 51,625,000	$ 51,625,000	$ -	0.0%
		$ 532,779,400	$ 545,994,694	$ 13,215,294	2.5%
	Unrestricted Grants				
0007	Base Operating Grant	$ 106,822,200	$ 114,255,927	$ 7,433,727	7%
0802	Base Operating Grant	105,570,000	105,570,000	-	0%
	Subtotal Base Operating Grants	$ 212,392,200	$ 219,825,927	$ 7,433,727	3.5%
0007	Equalization Grant	$ 84,045,500	$ 86,987,093	$ 2,941,593	4%
0001	City Colleges of Chicago	15,657,900	16,205,927	548,027	4%
0001	Performance Based Funding	359,000	359,000	-	0%
0001	Small College Grant	548,400	548,400	-	0%
	Subtotal Unrestricted Grants	$ 313,003,000	$ 323,926,347	$ 10,923,347	3.5%
	Statewide Initiatives & Other Grants				
0001	Lincoln's Challenge Program	$ 60,200	$ 60,200	$ -	0%
0001	Alternative Schools Network	4,000,000	4,000,000	-	0%
0001	Illinois Veterans & National Guard	4,264,400	4,264,400	-	0%
0001	Transitional Math & English	1,000,000	1,000,000	-	0%
0001	East St. Louis Higher Education Center	1,447,900	1,447,900	-	0%
0001	BRIDGE and Workforce Equity Grants	28,794,400	28,794,400	-	0%
0001	SWIC Lindenwood	5,310,000	5,310,000	-	0%
0001	PATH Grants	15,000,000	15,000,000	-	0%
0001	Mental Health Early Action on Campus Grants	6,000,000	6,000,000	-	0%
0001	Advanced Manufacturing & Electric Vehicle Grants	9,000,000	9,000,000	-	0%
0001	Dual Credit Grants	3,175,000	3,175,000	-	0%
0001	Noncredit Workforce Grants	5,175,000	5,175,000	-	0%
0001	Homelessness Prevention Grant	250,000	450,000	200,000	80%
0001	Trade Schools	5,000,000	5,000,000	-	0%
	Subtotal Statewide Initiatives & Other Grants	$ 88,476,900	$ 88,676,900	$ 200,000	0%
	Adult Education				
0001	Adult Education State Basic	$ 23,791,800	$ 24,634,622	$ 842,822	4%
0001	Adult Education State Performance	11,798,500	11,798,500	-	0%
0001	Title II Adult Education (Digital Literacy)	2,000,000	2,000,000	-	0%
0001	English Language Services	750,000.00	750,000	-	0%
0692	Adult Education Federal Grants	27,400,000	27,400,000	-	0%
	Subtotal Adult Education Grants	$ 65,740,300	$ 66,583,122	$ 842,822	1%
	Career and Technical Education				
0001	Career & Technical Education Grants	$ 18,975,000	$ 19,653,975	$ 678,975	4%
0772	CTE Federal Grants	22,000,000	22,000,000	-	-
	Subtotal Career & Technical Education Grants	$ 40,975,000	$ 41,653,975	$ 678,975	2%
	Total Grants	$ 508,195,200	$ 520,840,344	$ 12,645,144	2%
	Agency Operations				
0001	IL Longitudinal Data System	$ 666,100	$ 683,789	$ 17,689	3%
0001	High School Equivalency (GED)	1,365,300	1,384,004	18,704	1%
0001	Common App	500,000	750,000	250,000	50%
0001	Grants Administration	500,000	-	(500,000)	-100%
0001	Agency Operations	4,127,800	4,911,557	783,757	19%
	Subtotal GRF Operations	$ 7,159,200	$ 7,729,350	$ 570,150	8%
0070	ICCB Resarch &Technology Fund	$ 100,000	$ 100,000	$ -	0%
0161	High School Equivalency Testing Fund	100,000	100,000	-	0%
0339	ICCB Contracts & Grants Fund	15,000,000	15,000,000	-	0%
0350	ICCB Federal Trust Fund	625,000	625,000	-	0%
0692	ICCB Adult Education Fund	1,600,000	1,600,000	-	0%
	Total Operations	$ 24,584,200	$ 25,154,350	$ 570,150	2%
	Total Budget	$ 532,779,400	$ 545,994,694	$ 13,215,294	2%

Illinois Community Colleges Capital Request

Support for allocating funds to the projects appropriated: The Rebuild Illinois Capital Program, established in fiscal year 2020, is the largest ever program for higher education. It included $479 million for new capital projects and statewide deferred maintenance at community colleges. The appropriated but not released projects include 127 community college projects totaling $717.8 million in state funds. Re-appropriations for projects funded in prior years but never released are needed as the State must issue bonds to finance projects and authorize the release of funding before the projects can commence. **Table 3** summarizes the Rebuild Illinois projects and the other appropriated projects.

Capital Renewal/Deferred Maintenance: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities. Historically, capital renewal grants were allocated to each community college based on the amount of owned gross square feet of each district; however, CDB and GOMB may choose to fund projects of need submitted by districts that do not correlate with gross square footage. The first project on **Table 4** is the Capital Renewal/Deferred Maintenance request.

College Specific Projects: Colleges request state funding for construction projects in their Resource Allocation and Management Plan (RAMP) which is submitted annually to the ICCB. This year, the ICCB received 110 requests which totaled nearly $ 2.2 billion. Community colleges are required to match state resources with a 25 percent local match for each project. **Table 4** summarizes the 50 projects prioritized on the ICCB capital list that will be submitted to the Governor's Office of Management and Budget, the Illinois General Assembly, and the Illinois Board of Higher Education. Projects were evaluated and ranked using criteria established in the Administrative Rules of the Illinois Community College Board. Narratives follow to support the 50 specific college project requests. An additional project includes the Capital Renewal/Deferred Maintenance request.

Table 3
Illinois Community College Board
Fiscal Year 2027 Capital Budget Recommendation for Release of Funds
(In thousands)

College	Project	State Funding	Local Match	Project Total
CC System Misc Capital Improvements (ICCB)	Misc. capital improvements - higher education	$170,000.00	$ 42,500.0	$ 212,500.0
Carl Sandburg College	Repair and pavement of parking lots and roads	$ 4.40	$ 1.1	$ 5.5
Carl Sandburg College	Customer service renovations and other improvements	$ 200.00	$ 50.0	$ 250.0
City Colleges of Chicago	City Colleges Misc. capital improvements	$ 25,679.09	$ 6,419.8	$ 32,098.9
City Colleges of Chicago	Kennedy King - Remodel for a Culinary Arts Ed. Fac. and other	$ 12,020.00	$ 3,005.0	$ 15,025.0
City Colleges of Chicago	Humboldt Park Vocational Education Center Renovations	$ 5,525.00	$ 1,381.3	$ 6,906.3
City Colleges of Chicago	advanced manufacturing tools for workforce development programs	$ 250.00	$ 62.5	$ 312.5
City Colleges of Chicago Olive Harvey College	Funding for new building	$ 2.84	$ 0.7	$ 3.5
City Colleges of Chicago Olive Harvey College	Additional funding for new building	$ 171.16	$ 42.8	$ 213.9
City Colleges of Chicago Truman College	Capital improvements	$ 5,000.00	$ 1,250.0	$ 6,250.0
City Colleges of Chicago Wilbur Wright College	Capital improvements	$ 200.00	$ 50.0	$ 250.0
College of DuPage	Grounds, retention pond, and other improvements	$ 3,131.55	$ 782.9	$ 3,914.4
College of DuPage	Temporary facilities replacement	$ 20,000.00	$ 5,000.0	$ 25,000.0
College of DuPage	Instructional Center noise abatement	$ 1,560.00	$ 390.0	$ 1,950.0
College of Lake County	capital improvements at the Waukegan lakeshore campus	$ 2,500.00	$ 625.0	$ 3,125.0
College of Lake County	Construction of classroom building and other improvements	$ 26,713.10	$ 6,678.3	$ 33,391.4
College of Lake County	Construction of a classroom building - Grayslake campus	$ 2,229.10	$ 557.3	$ 2,786.4
College of Lake County	Electrical, HVAC upgrades and install fire suppression-Grayslake	$ 1,861.28	$ 465.3	$ 2,326.6
College of Lake County	Construction of student service building	$ 10,843.49	$ 2,710.9	$ 13,554.4
Danville Area Community College	Clock tower center and ornamental horticulture facility and other	$ 80.15	$ 20.0	$ 100.2
Danville Area Community College	Renovation of the Veterans Center	$ 100.00	$ 25.0	$ 125.0
Elgin Community College	capital improvements including purchase of new building costs (to PA 103-589)	$ 36.00	$ 9.0	$ 45.0
Elgin Community College	capital improvements associated with mechatronics	$ 200.00	$ 50.0	$ 250.0
Elgin Community College	construction of a Regional Technical Training Center	$ 500.00	$ 125.0	$ 625.0
Elgin Community College	Construction of a manufacturing training facility	$ 25,000.00	$ 6,250.0	$ 31,250.0
Elgin Community College	infrastructure improvements including vocational training center	$ 970.00	$ 242.5	$ 1,212.5
Elgin Community College	infrastructure improvements including vocational training center	$ 1,000.00	$ 250.0	$ 1,250.0
Elgin Community College	capital improvements including purchase of new building costs	$ 36.00	$ 9.0	$ 45.0
Elgin Community College	expansion of the Manufacturing Building	$ 1,000.00	$ 250.0	$ 1,250.0
Harper College	Upgrading parking lots and other improvements	$ 1,410.00	$ 352.5	$ 1,762.5
Harper College	Engineering and Technology Center renovations	$ 601.29	$ 150.3	$ 751.6
Harper College	One stop admission and campus student life center	$ 38,208.57	$ 9,552.1	$ 47,760.7
Harper College	Hospitality facility replacement	$ 4,370.00	$ 1,092.5	$ 5,462.5
Harper College	emergency services training center capital improvements	$ 410.00	$ 102.5	$ 512.5
Heartland Community College	infrastructure improvements and equipment	$ 20.00	$ 5.0	$ 25.0
Heartland Community College	Infrastructure improvements	$ 150.00	$ 37.5	$ 187.5
Heartland Community College	capital improvements	$ 264.00	$ 66.0	$ 330.0
IL Eastern Community Colleges Frontier College	Student education and support center renovation	$ 2,642.9	$ 660.7	$ 3,303.6
IL Eastern Community Colleges Lincoln Trail College	Construction of Technology Center and other cap. Imp.	$ 2,115.5	$ 528.9	$ 2,644.4
IL Eastern Community Colleges Lincoln Trail College	Construction of Technology Center and other cap. Imp.	$ 7,826.2	$ 1,956.5	$ 9,782.7
IL Eastern Community Colleges Lincoln Trail College	Construction of AC/Refrigeration Sheet metal technology building	$ 1,660.0	$ 415.0	$ 2,075.0
IL Eastern Community Colleges Olney Central College	Collision repair technology center and other capital improvements	$ 120.0	$ 30.0	$ 150.0
IL Eastern Community Colleges Wabash Valley College	Construction of Student Center and other cap. Imp.	$ 4,460.0	$ 1,115.0	$ 5,575.0
Illinois Central College	Improvements at Edwards Building, roadway and parking lot resurf.	$ 4,941.1	$ 1,235.3	$ 6,176.4
Illinois Central College	Sustainability education center	$ 588.6	$ 147.1	$ 735.7
Illinois Central College	Classroom renovations and other improvements	$ 80.0	$ 20.0	$ 100.0
Illinois Central College	capital improvements	$ 10,000.0	$ 2,500.0	$ 12,500.0
Illinois Central College	Facility improvements and expansion - East Peoria campus	$ 300.0	$ 75.0	$ 375.0
Illinois Valley Community College	Community instructional center and other capital improvements	$ 210.0	$ 52.5	$ 262.5
John A. Logan	West lobby expansion and other capital improvements	$ 3,460.1	$ 865.0	$ 4,325.2
John A. Logan	Capital improvements	$ 150.0	$ 37.5	$ 187.5
John Wood	infrastructure improvements	$ 100.0	$ 25.0	$ 125.0
Joliet Junior College	Replacing exterior stairs and other capital improvements	$ 50.0	$ 12.5	$ 62.5
Joliet Junior College	Upgrading utilities and other capital improvements	$ 0.2	$ 0.0	$ 0.2
Joliet Junior College	Renovations at Mental Health and Wellness Office	$ 250.0	$ 62.5	$ 312.5
Joliet Junior College	Facility infrastructure improvements	$ 1,082.0	$ 270.5	$ 1,352.5
Kaskaskia College	Vandalia Campus infrastructure improvements and other cap. imp.	$ 6,200.0	$ 1,550.0	$ 7,750.0
Kaskaskia College	capital improvements	$ 75.0	$ 18.8	$ 93.8
Kaskaskia College	infrastructure improvements including prior incurred costs	$ 689.6	$ 172.4	$ 861.9

College	Project	State Funding	Local Match	Project Total
Kaskaskia College	Infrastructure improvements	$ 1,000.0	$ 250.0	$ 1,250.0
Lake Land College	Construction of Workforce Relocation Center and other cap. imp.	$ 10,930.0	$ 2,732.5	$ 13,662.5
Lake Land College	Student services building addition and other capital improvements	$ 8,950.0	$ 2,237.5	$ 11,187.5
Lake Land College	Construction of Rural Development Technology Center	$ 8,400.0	$ 2,100.0	$ 10,500.0
Lake Land College	Agricultural education building	$ 4,000.0	$ 1,000.0	$ 5,000.0
Lewis & Clark Community College	Renovation and repairs to Main Complex and other	$ 37,058.7	$ 9,264.7	$ 46,323.4
Lewis & Clark Community College	Engineeering Annex and other capital improvements	$ 1,700.0	$ 425.0	$ 2,125.0
Lewis & Clark Community College	Daycare and Montessori school and other capital improvements	$ 1,650.0	$ 412.5	$ 2,062.5
Lewis & Clark Community College	Renovation of Greenhouses	$ 875.0	$ 218.8	$ 1,093.8
Lincoln Land Community College	LLCC Truck Driver Training Program - add new A 135 S 34 to PA 103-589	$ 2,600.0	$ 650.0	$ 3,250.0
Lincoln Land Community College	LLCC Truck Driver Training Program	$ 2,600.0	$ 650.0	$ 3,250.0
Lincoln Land Community College	Renovation of student services facilities and other improvements	$ 202.9	$ 50.7	$ 253.7
Lincoln Land Community College	Sangamon Hall renovations	$ 3,315.0	$ 828.8	$ 4,143.8
Lincoln Land Community College	Exterior repairs and other improvements	$ 335.0	$ 83.8	$ 418.8
McHenry County College	Greenhouse and other capital improvements	$ 750.0	$ 187.5	$ 937.5
McHenry County College	Construction of pumphouse and other capital improvements	$ 120.0	$ 30.0	$ 150.0
Moraine Valley Community College	Infrastructure improvements	$ 1,000.0	$ 250.0	$ 1,250.0
Moraine Valley Community College	Renovation of buidlings A, B, and L and health careers center	$ 43,063.4	$ 10,765.9	$ 53,829.3
Moraine Valley Community College	capital improvements including prior year costs	$ 500.0	$ 125.0	$ 625.0
Morton College	infrastructure improvements at the campus childcare center	$ 650.0	$ 162.5	$ 812.5
Morton College	Repair & replacement of parking lots, roadways, walkways and other	$ 4,572.4	$ 1,143.1	$ 5,715.5
Morton College	Installing emergency generator and other improvements	$ 195.0	$ 48.8	$ 243.8
Morton College	infrastructure improvements	$ 100.0	$ 25.0	$ 125.0
Morton College	infrastructure improvements	$ 100.0	$ 25.0	$ 125.0
Morton College	infrastructure improvements	$ 250.0	$ 62.5	$ 312.5
Morton College	infrastructure improvements	$ 125.0	$ 31.3	$ 156.3
Morton College	infrastructure improvements	$ 500.0	$ 125.0	$ 625.0
Oakton College	Addition and remodeling of Des Plaines Campus and other	$ 31,866.5	$ 7,966.6	$ 39,833.1
Oakton College	Classroom renovations	$ 125.0	$ 31.3	$ 156.3
Parkland College	capital improvements	$ 500.0	$ 125.0	$ 625.0
Parkland College	Student services center addition and other improvements	$ 149.8	$ 37.5	$ 187.3
Parkland College	Safety improvements to chemistry lab	$ 0.0	$ 0.0	$ 0.0
Prairie State College	roof repairs, replace/repair high voltage system and other	$ 5,304.2	$ 1,326.0	$ 6,630.2
Prairie State College	Capital improvements	$ 60.6	$ 15.1	$ 75.7
Rend Lake Community College	Allied Health building and other capital improvements	$ 5,035.9	$ 1,259.0	$ 6,294.9
Richland Community College	Student success center renovation and addition	$ 20.0	$ 5.0	$ 25.1
Richland Community College	Land purchase for program buidling - advanced manufacturing	$ 400.0	$ 100.0	$ 500.0
Richland Community College	Capital improvements	$ 6,041.1	$ 1,510.3	$ 7,551.4
Rock Valley College	Renovation and expansion of Classroom Building II and other	$ 17,000.0	$ 4,250.0	$ 21,250.0
Rock Valley College	Constuct performance venue center, remodel classroom buildings	$ 8,600.0	$ 2,150.0	$ 10,750.0
Rock Valley College	Renovation and expansion of classroom space	$ 1,766.1	$ 441.5	$ 2,207.7
Rock Valley College	LED lighting upgrades-Student Center Building	$ 250.0	$ 62.5	$ 312.5
Rock Valley College	Remodeling science lab and other capital improvements	$ 100.0	$ 25.0	$ 125.0
Rock Valley College	Building renovations	$ 45.8	$ 11.5	$ 57.3
Rock Valley College	infrastructure improvements	$ 500.0	$ 125.0	$ 625.0
Shawnee Community College	Construction and renovation of a building center and other imp.	$ 1,445.5	$ 361.4	$ 1,806.9
Shawnee Community College	Facility improvements at Metropolis Regional Education Center	$ 70.0	$ 17.5	$ 87.5
South Suburban College	Capital improvements	$ 500.0	$ 125.0	$ 625.0
South Suburban College	Capital improvements	$ 500.0	$ 125.0	$ 625.0
South Suburban College	Plan, acquire, construct allied health center & other	$ 12,233.1	$ 3,058.3	$ 15,291.4
South Suburban College	Plan, acquire, construct allied health center & other	$ 35,474.9	$ 8,868.7	$ 44,343.6
South Suburban College	Capital improvements	$ 250.0	$ 62.5	$ 312.5
Southeastern Illinois College	Addition to Carmi/White County vocational building and other	$ 337.3	$ 84.3	$ 421.6
Southeastern Illinois College	Construction of a vocational building	$ 1,650.0	$ 412.5	$ 2,062.5
Southeastern Illinois College	Infrastructure improvements	$ 500.0	$ 125.0	$ 625.0
Southwestern Illinois Community College	Site improvements at Central Quad	$ 880.0	$ 220.0	$ 1,100.0
Southwestern Illinois Community College	capital projects for Southwestern Illinois College	$ 17,500.0	$ 4,375.0	$ 21,875.0
Spoon River College	Renovation of Macomb CTE/nursing building & other improvements	$ 3,485.1	$ 871.3	$ 4,356.4
Triton College	Infrastructure improvements & purchase of equipment	$ 750.0	$ 187.5	$ 937.5
Triton College	Infrastructure imprvement	$ 49.9	$ 12.5	$ 62.3
Triton College	capital improvements	$ 1,400.0	$ 350.0	$ 1,750.0
Triton College	capital improvements	$ 1,000.0	$ 250.0	$ 1,250.0
Triton College	Window replacements & other capital improvements	$ 93.9	$ 23.5	$ 117.4
Triton College	Renovating and expanding Technology building	$ 330.0	$ 82.5	$ 412.5
Triton College	ADA door operator & other capital improvements	$ 20.5	$ 5.1	$ 25.6
Triton College	Geology Lab	$ 75.0	$ 18.8	$ 93.8
Triton College	renovations to facilities including roof replacement	$ 400.0	$ 100.0	$ 500.0
Triton College	campus restroom facilities and ADA accessibility	$ 0.5	$ 0.1	$ 0.6
Waubonsee Community College	Construction & renovation of CTE building and other improvements	$ 12,669.7	$ 3,167.4	$ 15,837.1
Waubonsee Community College	Replace temporary building A and other	$ 2,900.0	$ 725.0	$ 3,625.0
Waubonsee Community College	Aurora Campus capital improvements	$ 750.0	$ 187.5	$ 937.5

Table 4
Illinois Community College Board
Fiscal Year 2027 Capital Budget Recommendation for New Projects

Rank	District	Project Title	Request for Local Funds	Request for State Funds	Total Project Funding
	Statewide	Capital Renewal Grants/Deferred Maintenance	$43,333,333	$130,000,000	$173,333,333
1	510 South Suburban	Renovate Labs	$1,250,000	$3,750,000	$5,000,000
2	532 College of Lake County	ATC - PMT Relocation and Life Safety Renovation	$8,924,037	$26,772,110	$35,696,147
3	507 Danville Area	Julius W Hegeler II Hall Phase 2 Renovation	$550,194	$1,650,581	$2,200,775
4	508 City Colleges	STEM Labs	$6,250,000	$18,750,000	$25,000,000
5	513 Illinois Valley	Nursing Program Expansion	$751,600	$2,254,700	$3,006,300
6	513 Illinois Valley	Library/Academic Support Center	$1,814,000	$5,441,900	$7,255,900
7	531 Shawnee	Main Campus Lab Renovations	$850,500	$2,551,500	$3,402,000
8	504 Triton	Window Replacements Student Resource Buildings	$805,000	$2,415,100	$3,220,100
9	526 Lincoln Land	MENARD HALL AND SANGAMON HALL RENOVATION	$2,550,000	$7,650,000	$10,200,000
10	530 John A. Logan	Library Remodel	$931,059	$2,793,175	$3,724,234
11	522 Southwestern Illinois	Nursing and Health Sciences Center	$17,891,457	$53,674,370	$71,565,827
12	504 Triton	Window Replacements Line Buildings Phase 2	$926,300	$2,778,800	$3,705,100
13	524 Moraine Valley	Career Technical Center	$22,576,750	$67,730,250	$90,307,000
14	509 Elgin	Building I - Culinary Renovation and Expansion	$8,610,500	$23,831,500	$32,442,000
15	508 City Colleges	Student Resource Centers	$4,500,000	$13,500,000	$18,000,000
16	505 Parkland	Biological/Chemical and Physical Sciences Training Center	$7,795,284	$23,371,831	$31,167,115
17	529 IL Eastern	ADA Improvements to Public Restrooms and Other Capital Improvements	$2,680,000	$8,040,000	$10,720,000
18	532 College of Lake County	Wellness and Health Sciences Center	$11,771,301	$35,313,901	$47,085,202
19	528 McHenry County	First Responder Training Center	$3,206,641	$9,619,922	$12,826,563
20	502 College of DuPage	S.T.E.M Center	$19,298,017	$57,894,051	$77,192,068
21	506 Sauk Valley	CTE Expansion	$4,701,572	$14,104,716	$18,806,288
22	503 Black Hawk	New Career and Technical Education Building at the Quad-Cities Campus	$17,670,458	$53,011,375	$70,681,833
23	528 McHenry County	Multi-Purpose Addition	$4,524,703	$13,574,109	$18,098,812
24	521 Rend Lake	Advance Technology Center	$9,651,100	$28,953,900	$38,605,000
25	517 Lake Land	Remodel of Northwest Classroom Building	$3,743,400	$11,230,200	$14,973,600
26	540 Heartland	New Health Sciences Center	$12,390,900	$37,172,800	$49,563,700
27	525 Joliet Junior	Health Professions Expansion	$8,690,300	$26,076,700	$34,767,000
28	506 Sauk Valley	New Public Safety Training Center	$7,353,750	$22,061,250	$29,415,000
29	536 Lewis and Clark	Roadway, Parking Lot, & Sidewalk Improvements	$1,735,000	$5,205,000	$6,940,000
30	521 Rend Lake	Student Center Addition	$4,463,500	$13,390,700	$17,854,200
31	521 Rend Lake	Applied Sciences Center Addition	$2,814,800	$8,444,200	$11,259,000
32	539 John Wood	Cafeteria/Food Service/Bookstore Area Conversion	$884,063	$2,652,188	$3,536,251
33	518 Carl Sandburg	Asphalt Sidewalk Replacement Project	$82,500	$247,500	$330,000
34	531 Shawnee	Construct New Alexander County Extension Center Building	$1,879,713	$5,639,138	$7,518,850
35	528 McHenry County	Library/Student Success Center Renovations	$2,775,551	$8,326,653	$11,102,204
36	526 Lincoln Land	SANGAMON AND MENARD HALL RENOVATIONS	$6,175,000	$18,525,000	$24,700,000
37	522 Southwestern Illinois	Advanced Manufacturing Academy Phase Ii	$5,805,780	$17,417,341	$23,223,121
38	503 Black Hawk	New Student Center at the East Campus	$10,435,442	$31,306,326	$41,741,767
39	534 Spoon River	Drama Auditorium/Theatre Addition to Multipurpose Facility	$3,379,950	$10,139,850	$13,519,800
40	510 South Suburban	Exterior Painting and Caulking-Entire Building-Main Campus	$725,000	$2,175,000	$2,900,000
41	526 Lincoln Land	New Child Care Center	$2,725,000	$8,175,000	$10,900,000
42	524 Moraine Valley	Center for Public Safety	$9,025,800	$22,077,500	$31,103,300
43	530 John A. Logan	Lower C Wing Renovation	$3,240,154	$9,720,461	$12,960,615
44	501 Kaskaskia	Comprehensive Roofing Replacement Project	$1,387,250	$4,161,750	$5,549,000
45	535 Oakton	Classroom Remodel Skokie Campus	$21,250,000	$63,750,000	$85,000,000
46	504 Triton	Career Discovery Center Building	$14,921,200	$44,763,600	$59,684,800
47	517 Lake Land	Remodel of Northeast Classroom Building	$3,825,000	$11,475,000	$15,300,000
48	520 Kankakee	Renovation of the west portion of the existing third floor of the L	$1,378,700	$4,136,200	$5,514,900
49	520 Kankakee	Renovation of the east portion of the existing third floor of the L	$2,467,300	$7,401,900	$9,869,200
50	514 Illinois Central	Level 2 - Classroom / Collaboration Space / Office Renovations	$3,638,900	$10,916,500	$14,555,400

CAPITAL PROJECT DESCRIPTIONS:

<u>Statewide Capital Renewal Grants / Deferred Maintenance</u>: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities.

Priority #1 South Suburban/Renovate Labs:
The general scope of work entails the renovation of two biology labs and two physics labs. The current labs are outdated and have equipment that is over 20 years old. Their current layout and equipment do not meet todays high-tech standards for learning environments. The new learning environment in each lab shall consist of 4 chair student workstations with center isles for circulation. The new spaces will serve a dual function for lecturing and lab work. New ceilings with new dimmable LED lighting appropriate for the working environment. Walls will be repaired and painted along with a new chemical resistant epoxy floor system will be installed. New electrical power will be provided as required along with new plumbing, air and gas as needed for new student work stations. An ADA work station will be a part of the new student workstations. The existing HVAC system and temperature controls will be upgraded as required to provide comfort in the space. New fixed equipment such as base and wall cabinets with glass doors will be installed. A new teacher work station with the flexibility to lecture and instruct during lab sessions will also be installed. New markerboard(s) and a new smart board will be installed. Existing emergency shower and fume hoods will be upgraded or replaced.

Priority #2 532 College of Lake County/ATC - PMT Relocation and Life Safety Renovation:
The project's scope is to develop a currently vacant large bay space within the Advanced Technology Center (ATC), an existing College facility. This project is imperative as there is high need from the manufacturing sector and a lack of adequate advanced manufacturing instructional space at the College that meets Industry 4.0 demands for skilled workers This project involves transforming current undeveloped space within the ATC into dedicated special facilities for advanced manufacturing and manufacturing-related programing, the life safety upgrades to meet Village of Gurnee codes for occupancy and implementing sustainability energy conservation enhancements per the College's commitment to sustainability. The main priority is a build out of approximately 32,000 sq. ft. of undeveloped space, to enable the College to offer a comprehensive curriculum that aligns with business and industry demands and emerging trends, and allows for the integration of specialized laboratories, simulation areas, and most importantly, collaborative workspaces that foster innovation and interdisciplinary learning. Secondarily, this project comprehensively addresses the basic health and life safety requirements within the undeveloped space to meet local code requirements to utilize the space. This requires the upgrade and incorporation of the latest advancements in life and safety features to optimize functionality and adhere to the standards of safety and security protocols.

Priority #3 507 Danville Area/Julius W Hegeler II Hall Phase 2 Renovation:
The scope of this remodel is focused on renovating the 2nd floor to provide classroom & office spaces. A 2-stop elevator would be added adjacent to the existing lobby to improve accessible access to the second level and meet ADA compliance. Julius W Hegeler II Hall is a 2-level building located adjacent to the main DACC campus that was formerly owned by the US Army Reserve and was purchased from the US government in 2020 to be used for college activities.
The Julius W Hegeler II foundation donated 3 million dollars to fund first floor renovations (phase 1) This phase of construction is expected to be complete August 2024. The Corporate and Community Education Department provides a wide array of classes and training opportunities, including drivers' education, culinary arts, CPR certification, forklift operator training, and college for kid's summer camps. To continue delivering high-quality education and training to the community effectively, the department requires a building renovation project. Updated classrooms, labs, and facilities will support interactive and engaging teaching methodologies, improving the overall learning experience. Upgrading facilities such as culinary arts kitchens, CPR training rooms, and specialized equipment for forklift operator training will ensure that students receive training on state-of-the-art equipment, aligning with industry standards and enhancing the employability of graduates.

Priority #4 508 City Colleges/STEM Labs:
Scope of work to include the design and construction of district wide STEM labs. The colleges with the most immediate need of renovation are Wright College (Chemistry & Biology Labs), Truman College (Biology Labs), and Olive-Harvey (Chemistry Labs). The colleges that require additional labs for new or expanding academic programs are Wright College (additional labs to support the Engineering Program), Kennedy-King College (BNA Nursing Labs,) and Daley College (Renewable Energy Lab). The Daley College Renewable Energy Labs will convert an existing 1-story 15,400 sq. ft. building into a series of labs and related support spaces. Scope of work to include abatement, selective demolition, HVAC and electrical upgrades, new partitions, AV&IT infrastructure, new finishes, equipment, compressed air, and millwork. The renovation of the Olive-Harvey chemistry labs includes the renovation of up to three 1,200 sq. ft. Chemistry labs. The labs require selective demolition, additional fume hoods, HVAC & electrical upgrades, new millwork, AV&IT infrastructure, plumbing fixtures, lighting, and finishes. Similar to Olive-Harvey, the Wright College renovation of the Biology, Physical Science, and Chemistry labs will include selective demolition, HVAC & electrical upgrades, new millwork, AV&IT infrastructure, plumbing fixtures, lighting, and new finishes. At Wright College the scope of work will include the conversion of approximately 4,000 sq. ft. of classroom space into two science/ electronics labs with a shared prep space and storage. The Kennedy-King College (KKC) nursing lab will allow for the expansion of the City Colleges of Chicago School of Nursing to KKC. Approximately 15,000 sq. ft. of the existing library will be converted into a simulated hospital with practical skills labs, nursing stations, observation rooms, briefing rooms, and support classrooms. Work shall meet or exceed all applicable codes. Final design and engineering may adjust the project conceptual scope provided.

Priority #5 513 Illinois Valley/Nursing Program Expansion:
In order to provide appropriate space to support the Nursing Program at Illinois Valley Community College, an existing 5,100 sf space located at the west side of the middle level of Building B will require complete renovation. The space needs required to support the programmatic expansion for the nursing program includes the following: hospital simulation labs, control rooms, debrief room, clinical simulation labs, nursing stations, office space, collaboration space.

Priority #6 513 Illinois Valley/Library/Academic Support Center:
In order to renovate the existing Library and create a new Academic Support Center within this space for Illinois Valley Community College, the existing 15,720 sf Library currently located on the middle level of Buildings A and C along with the immediately adjacent corridor space will require complete renovation. The overall layout of the proposed Library / Academic Support Center will be a combination of open spaces and acoustically separated spaces. Where acoustical separation is required, glass walls will be used to create space that is visually connected and easily monitored throughout. New carpeting / flooring materials, a combination of acoustical and "hard" ceiling systems, and strategically located sound absorbing panels will also be incorporated throughout the space in order to control the sound within this very active environment. The furniture and equipment to support this space will be critical to the overall design. Building A wing has an elevator that is not ADA compliant.

Priority #7 531 Shawnee/Main Campus Lab Renovations:
Comprehensive renovation of its existing Chemistry, Biology, and all Learning Laboratories aimed at enhancing the educational environment by upgrading critical infrastructure, ensuring compliance with modern standards, and improving accessibility and safety. Chemistry Laboratories: Complete renovation of existing Chemistry laboratories; installation of modern, durable and chemical-resistant work surfaces and cabinetry; and upgrade of water, gas, and electrical supply systems to meet current standards and support advanced laboratory equipment. Biology Laboratories: Complete renovation of Biology laboratories to include new workstations, sinks, and storage solution and enhancement of microscope stations and integration of technology for digital learning. Learning Laboratories: Modernization of all Learning Laboratories to create flexible and adaptable learning spaces and implementation of smart technology to support interactive and collaborative learning experiences.

Renovating these spaces will involve installing modern safety features, upgrading ventilation systems, and ensuring that all equipment meets current safety standards.

Priority #8 504 Triton/Window Replacements Student Resource Buildings:

Replace existing original windows in Triton College's Student Resource Buildings. A detailed site analysis of the windows will be required. The site analysis will determine what interior work is required as well as whether or not any of the window caulking needs to be abated. A detailed set of construction documents will then be prepared for bidding.

Priority #9 526 Lincoln Land/Menard Hall and Sangamon Hall Renovation:
Project will consist of renovating the Main and Upper Levels of both Sangamon and Menard Halls to improve student services and college function. The renovation work will include asbestos abatement within the areas of work as well as new / updated finishes and MEP/technology upgrades to support a modern work environment for faculty and staff. Structural Considerations to be resolved with this project include accessibility needs (office widths, door push and pull areas, turning radii, etc.) and asbestos removal. The majority of current offices are not accessible and would be renovated to be code compliant. The renovation work will include asbestos abatement within the areas of work as well as new / updated finishes and MEP/technology upgrades to support a modern, accessible work environment for faculty and staff.

Priority #10 530 John A. Logan/Library Remodel:
The current Library spaces in the "C" building occupy approximately 12,000 gross square feet (gsf) of space. This project will completely remodel the spaces within the library using finishes similar to upgrades that have occurred in the adjacent spaces. The spaces currently in use for the Library have been occupied and rearranged as services have expanded, without major renovation work to facilitate efficient space use and flow and provide for all spaces to be ADA compliant. With the exception of mechanical rooms and stairs located within the boundaries of the proposed remodeling work, all interior partitions, and floor coverings, will be completely removed and new installed. New private meeting spaces, study rooms, and offices will be created and some existing walls will be eliminated to open up other spaces. The restrooms serving this area will be renovated and new furnishings, shelving, and cabinetry will be provided.

Priority #11 522 Southwestern Illinois/Nursing and Health Sciences Center:
The project scope was expanded to +/- 88,732 S.F. building dedicated to nursing, dental, and health sciences instruction. The proposed +/- 88,732 S.F. facility will include: +/- 11 classrooms and +/- 8 laboratories, +/- 3 special purpose rooms. i.e., dental, simulation, and multi-purpose; 2 Clinics and other office support, restrooms and student gathering space. Programs proposed for this facility include Health Information Technology, Medical Assistant, Medical Laboratory, Nursing Education, Nursing Assistant, Emergency Medical Technology, Pharmacy Tech, Phlebotomy, Physical Therapist Assistant, Radiologic Technology, Dental, and Respiratory Care. Considering the anticipated growth in these allied health science fields and the district population, along with the age of the current facilities, there remains a need to expand the campus facilities.

Priority #12 504 Triton/Window Replacements Line Buildings Phase 2:
Replace existing original windows in Triton College's Line Buildings which are are comprised of four buildings. In order to install new windows in the Line Buildings, a thorough site analysis needs to be completed. A detailed site analysis of the windows will determine what interior work is required as well as whether or not any of the window caulking needs to be abated. Water infiltration is causing damage and mold and making temperature maintaining difficult. New windows would eliminate the leaks as well as greatly improve the energy efficiency of the buildings.

Priority #13 524 Moraine Valley/Career Technical Center:

This project will construct a 94,080-square-foot, state-of-the-industry facility dedicated to instruction in automotive, manufacturing, and technology programs. This new building will feature interactive classrooms and modernized lab spaces designed to provide students with access to the latest technology and equipment. The facility will support the expansion of existing programs and serve as a home for new degree and certificate offerings, aligning with industry needs and workforce demands. The growing demand for advanced manufacturing and high-tech automotive careers requires a comprehensive blend of traditional hands-on training and modern technology-based education.

Priority #14 509 Elgin/Building I - Culinary Renovation and Expansion:

With a continued growth in service industry careers and an increased interest in the program, the College is looking to right-size and update their facilities and equipment to match the current and projected demand and the evolution of culinary instruction. Among suggested improvements would be to add, update, and expand direct instructional classroom and class lab space, reorganize the operational components of the restaurant and quick serve counter, provide student and faculty support space, create stronger connections between the program and the remaining campus, and update building systems and finishes throughout. The proposed improvements address facilities that require updating and expansion to support a high demand technical education program. Technical education growth is a College priority and highly in demand. The revitalization and expansion would modernize facilities to match industry standards and allow for expansion of the career/technical education programs.

Priority #15 508 City Colleges/Student Resource Centers:

The scope of work for the district wide Student Success Centers is the design and construction necessary to renovate and transform CCC's outdated libraries to meet current academic and research models. The colleges with the most immediate need are Wright College, Truman College, Harold Washington College, and Kennedy King College.

- Wright College Student Resource Center will transform a portion existing library space into a dynamic study and support center.
- Truman College Student Resource Center will open a new wing in the existing library that will be equipped with state-of-the-art technology and dedicated spaces for workshops and seminars.
- Harold Washington Student Resource Center is a complete renovation of the existing library and will include a maker's space.
- Kennedy King Resource Center will transform the existing underutilized library into a technology focused resource center.

Priority #16 505 Parkland/Biological/Chemical and Physical Sciences Training Center:

The new Science Addition will be a 2-story, approximately 27,000 gross square feet structure located on available land immediately adjacent to the existing L-Wing on the north side of the Parkland College campus. The building will connect to the L-Wing on both floor levels and be designed to meet the specific programmatic needs identified below. It will also be designed to be compatible with the existing campus architecture in terms of form and materials usage. Additional laboratory, classroom and instructional support space is needed if Parkland is to best meet current and projected needs of the community. A new Biological/Chemical and Physical Sciences Training Center will meet four categories of needs: Chemistry Classroom/Lab Space; Biology Classroom/Lab Spaces; Computer/Virtual Lab spaces; and General/Shared spaces and faculty & staff spaces.

Priority #17 529 IL Eastern/ADA Improvements to Public Restrooms and Other Capital Improvements:

This remodel project will take our current restroom space located on each campus and ensure accessibility exists in every building. The work necessary to accomplish this would consist of a re-design of the current floor plan(s) of the existing restrooms. This re-design would include the removal and reduction of commode stalls to accommodate individuals in wheelchairs and other physical limitations. Washing sinks

would require adjustment to necessary minimum heights to ensure proper access. A number of the existing wash sinks currently have exposed plumbing that require insulation or other protective barriers. Entryways to restrooms would require reconfiguration to allow for minimum width and clearance requirements as well as purchase and installation of automatic door openers to accommodate entrance to the restrooms. Restrooms selected for this project will primarily target those used by students and guests of the District. Access to facilities, such as restrooms, improves the student and visitor experience.

Priority #18 532 College of Lake County/Wellness and Health Sciences Center:
The Wellness and Health Sciences Center would bring health and wellness programming into a single state-of-the-art learning environment. The Center will provide students with opportunities to work seamlessly in a setting that better mirrors the way they will be engaging in patient care as professionals at area hospitals and other healthcare facilities. The Center will be designed with a specific focus to train on nursing, allied health and wellness professions. The Wellness and Health Sciences Center will be an integrated training facility where students will learn patient care using the tools and techniques used in top-notch healthcare facilities. This planned facility would provide rich learning experiences to CLC students including computer simulation, interdisciplinary education, collaborative learning spaces, and simulated learning experiences. It would add an additional 54,000 square feet with the following enhancements to the existing healthcare programs nursing, nursing assisant, medical imaging, surgical technology, health information technology and kinesiology classrooms and labs.

Priority #19 528 McHenry County/First Responder Training Center:
The proposed new First Responder Training Center at McHenry County College will consist of the construction of new structures as well as sitework to support the needs of the Fire Science, EMT, and Criminal Justice programs on campus. The proposed new complex will be located at the southeast portion of the existing campus on property that was recently acquired by the College and will include: a new multi-purpose/garage space to accommodate various emergency scenarios, new classroom and office space, a new burn tower and an emergency vehicle operations course (EVOC) pad.

Priority #20 502 College of DuPage/S.T.E.M Center:
This new facility would consist of 105,000 square feet within three stories located on west side of the College of DuPage main campus. The building will create a learning environment designed to meet evolving S.T.E.M. educational needs of today as well as enable the College to creatively address the needs of the future. The S.T.E.M. Center will serve as the foundation for the College of DuPage efforts to create interactive blended learning in Science, Technology, Engineering and Mathematics. The new facility will include space to address new classrooms to increase the number of course offerings in S.T.E.M. The S.T.E.M. Center will continue the ability of the College of DuPage to create learning environments, which encourage joint exploration, and teaching among the sciences, technology, engineering and mathematics programs. These interactive blended programs will promote collaborative learning designed to enable students to excel in their continued educational and professional endeavors.

Priority #21 506 Sauk Valley/CTE Expansion:
The CTE expansion at SVCC will require a 10,000 sqft. addition to the west-end of the SVCC's main facility. The expansion will make room for SVCC's CTE programs, including but not limited to, Agriculture, Welding, Multicraft Technology, HVAC, and Electrical Engineering. Site preparations for the expansion footprint will require the demolition of two existing substandard structures and excavation of existing employee parking. The expansion will also require additions to SVCC's main facility's electrical and HVAC infrastructure.

Priority #22 503 Black Hawk/New Career and Technical Education Building at the Quad-Cities Campus:
Black Hawk College is looking to develop a Career and Technical Education Center on its Quad-Cites campus in Moline, Illinois. The facility will include educational programming in the following areas: Automotive Technology Center, Automotive Body Repair, Diagnostic Medical Sonography, HVAC / Refrigeration, Manufacturing / CNC, Microbrew / Craft Distillery, Occupational Therapist Assistant,

Welding, Related and Shared Classrooms and Faculty and Staff Office Space. This new CTE facility will allow existing programming to be updated/modernized (manufacturing is offered in spaces that were built in the 1960's), and accommodate programming that has not been offered on the QC campus (automotive). New programming will be accommodated in this new space as well, including automotive body repair, diagnostic medical sonography, occupational therapist assistant, HVAC/Refrigeration, and microbrewing/craft distillery. Program support spaces including program specific classroom space, shared classroom space, and faculty/staff offices will allow for students to have convenient access to support their success.

Priority #23 528 McHenry County/Multi-Purpose Addition:
In order to address the lack of large meeting space on campus to support events such as career fairs, college fairs, and industry-related events, as well as to create space to support the health and wellness of the college community and the community-at-large, a new addition and a series of renovations to the existing facilities will need to be implemented. The general scope of work will include new multi-purpose addition (approx. 24,600 SF) and renovations (approx. 9,950 SF). Renovations would include upgrade existing home team locker rooms / training room, improve handicap accessibility, replace existing MEP infrastructure, and create space for visiting team locker rooms that does not currently exist. A new, more inviting entry for the community-at-large will be created at this public entrance to the College which is highly visible from US Highway 14.

Priority #24 521 Rend Lake/Advance Technology Center:
Provide 10 classrooms large enough to instruct from 25 to 45 students each, a mix of tables and desks to be used and the teachers' desks, which will all comply with current accessibility standards. Two of the classrooms would be large enough to be used as a lecture hall to be used for special meetings and conferencing. 12 laboratories for computers, welding, robotics, criminal justice, and electronics labs large enough to seat 25 to 35 students. A new state of the art welding department, occupied by 42 new welding booths and 12 grinding stations with proper ventilation, make-up air supply, and HVAC. A new state of the art robotics lab. Two study lounges are to be provided that will seat 15-20 students each. 30 offices for the entire department to be provided (including four for future expanding programs) for the faculty and staff. Site Improvements to consist of a new entry plaza and development, accessible walks, site lighting, connection to the campus storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, a building emergency generator and HVAC controls system.

Priority #25 517 Lake Land/Remodel of Northwest Classroom Building:
This major remodeling project will include a comprehensive renovation of the Northwestt Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room.

Priority #26 540 Heartland/New Health Sciences Center:
In order to allow for the expansion of existing Health Sciences programs and the creation of new Health Sciences programs at Heartland Community College's Normal Campus, a comprehensive new 69,000 SF Health Sciences Center is proposed. The proposed new facility will accommodate the following programs / spaces:

- Radiologic Technologist (expand existing program) 1,715 SF
- Sonography / Mammography (new program) 1,230 SF
- EMT / Paramedic (expand / consolidate existing program) 4,425 SF
- Physical Therapist Assistant (PTA) (expand existing program) 2,760 SF
- Medical Assisting / Phlebotomy (existing program) 1,850 SF
- Pharmacy / Dental Assistant / Vet Tech (new programs) 1,850 SF
- Medical Lab Technician (MLT) (new program) 1,450 SF
- Nursing (expand existing program) 8,900 SF

- Shared Classroom Space 2,400 SF
- Shared Technology Space 2,400 SF
- Future Growth / Flex Space 2,000 SF
- Student Collaboration Space 2,100 SF
- Faculty / Staff Office Space 5,780 SF
- Building Support Space 4,950 SF
- Building Grossing (circulation, walls, structure, etc.) 21,410 SF

Priority #27 525 Joliet Junior/Health Professions Expansion:
The Health Professions Expansion will be a new structure that will help the college expand the high-demand nursing, allied health and emergency services programs to meet projected growth. The structure site will be located in close proximity to the current Health Professions building. The expanded facilities will include laboratory, classroom, office and instructional space designed to incorporate new and future technologies, especially in simulation centers providing situational skills practice. The project will provide: expanded space for Nursing/CAN/MA, Radiologic Technology, CPR/EKG/ Phlebotomy, Pharmacy Technicians, Simulation Center, EMS/Fire Science Technology, Massage Therapy, Dietetic Assistant, and Occupational and Physical Therapy Assistant programs; include design and construction of a 31,000 gross square foot structure serving the community with a combination of facilities necessary to the health professions curriculum; the addition of six new biology, health sciences and simulation laboratory rooms; the addition of up to twelve new classrooms or group study; and. up to ten offices, reception and conference room for faculty and support staff.

Priority #28 506 Sauk Valley/New Public Safety Training Center:
The proposed Northern Illinois Criminal Justice Training Center (NICJTC) at Sauk Valley Community College (SVCC) will serve as a comprehensive, multi-disciplinary regional training hub for both credit and non-credit public safety training programs. The facility will provide advanced infrastructure to support criminal justice, emergency medical technician (EMT), and other non-credit public safety training needs. Phase 1 of the project, estimated at $29 million, will include the development of 4 to 6 smart classrooms and flexible lecture spaces, a tactical training mat room and force-on-force training areas, dedicated EMT and first responder training labs with medical simulation equipment, virtual and augmented reality (VR/AR) simulation labs for immersive crisis response scenarios, and a 12-lane indoor firing range with observation and control rooms. In addition, the project includes administrative and support offices for the Police Academy and Mobile Training Unit #1 (MTU #1), a secure IT and security operations center, locker and shower facilities, and a simulator/auditorium space featuring a 360-degree adaptable training environment. The NICJTC will support expanded non-credit offerings, including EMT, fire science, and emergency management training programs to serve first responders across the Sauk Valley region. Future phases may include medical and trauma response wings, disaster response zones, K-9 and outdoor tactical training areas, and a physical fitness center. The building will be designed to be energy efficient, flexible, and sustainable, with infrastructure capable of adapting to future training needs.

Priority #29 536 Lewis and Clark/Roadway, Parking Lot, & Sidewalk Improvements:
Site improvements are focused on the main campus of the college and the roadways, parking lots and sidewalks included are common pathways students take to get to their classes in existing facilities. Safety issues with crumbling roadways, breaks in sidewalks or settled pavement will be corrected through replacement. Additional sidewalks will be considered to improve accessibility on campus. A large portion of the Godfrey campus' roadways and parking lots have been in poor condition for many years and patching of roadways is no longer adequate, requiring replacement. Lewis and Clark Community College has seen increased activity on campus with enrollment growth and an increase in number of events hosted by the college and third parties. Civil Engineers have identified the most severely damaged roadways and parking lots. Smaller projects that include the most deteriorated areas are planned to take place over the next several years, and the scope of this project includes all other remaining areas needing maintenance.

Priority #30 521 Rend Lake/Student Center Addition:
Construction of a two-story addition to the existing Student Center for meetings, student multi- purpose center, student commons spaces, and bookstore. The ground floor level will consist of an Entrance Lobby, with direct access to an elevator. Primary spaces on this level include a Student Commons/Dining area with chair and table seating for 100, a Coffee/snack bar, and a bookstore with an office, and a receiving/processing and book storage area. Restrooms and janitorial spaces will be provided adjacent to the lobby. The second level will serve as a new Multi-purpose Center, with a capacity of 400 with chair and table seating, and with flexible partitions to divide the space into small groups. A Reception Lobby will serve the Center and will include the elevator and a reception counter with coats check. Restrooms and janitorial spaces will be provided adjacent to the Lobby. Site Improvements will consist of redeveloping the patio and commons areas north of the proposed addition, including accessible outdoor spaces, site lighting, connection to the existing facility systems.

Priority #31 521 Rend Lake/Applied Sciences Center Addition:
The new Applied Sciences Center Addition will be an extension of the existing facility. Spaces planned for the addition include three new service bays, a combine bay, wash bay, two classrooms for instruction, a diesel laboratory, a small student lounge, restrooms, and storage spaces. Site Improvements to consist of accessible walks, site lighting, aprons and drives, connection to the facility storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, and HVAC controls system.

Priority #32 539 John Wood/Cafeteria/Food Service/Bookstore Area Conversion:
This renovation will include the removal and construction of walls, food serving areas, and the creation of more multi-functional use of our Bookstore and lounge/study areas for students and the general public. John Wood's student surveys have shown a large percentage of our students deal with food insecurities, leading us to create an expanded food pantry, named the Fueling Station, to help with that constant need. While that is beneficial, many of John Wood's financially struggling students still have a need for more consistent food service. Those without, struggle to perform as well as they could in their studies, having a lower success rate achieving their goals. John Wood has had a dormant food service area for many years, but is now in the initial phase of working to provide some lunch options while also providing come culinary arts and hospitality courses. As our food service/cafeteria area exists next to our Bookstore and student lounge spaces, our goal is to re-imagine this entire area, to create a new combination of public seating, study, food service, student life activities and bookstore function to revitalize this very underutilized portion of our campus. Hosting public groups, such as the Great River Honor Flight, during evenings or on weekends while offering a venue with potential food service options to the general public, beyond our improved ability to support our students struggling with food insecurities, will become a benefit to everyone in our District.

Priority #33 518 Carl Sandburg/Asphalt Sidewalk Replacement Project:

The purpose of this project is to provide access from the existing parking lots to the existing campus entrances that meet current accessibility requirements and provide more durable surfaces that are more easily maintained. The existing asphalt structure dates back to the original campus and has exceeded anticipated serviceable life. Concrete sidewalks will provide a safer surface with consistent walking and provide safer access to all users on campus. Replacement of the asphalt will reduce the heat-island effect caused by heat retention and release. The new sidewalks will provide a safer more consistent grade and make it more accessible for all users.

Priority #34 531 Shawnee/Construct New Alexander County Extension Center Building:
New Alexander County Extension Center to expand and consolidate high-demand workforce training programs in the southernmost region of the college's service area. The new facility will serve as a

permanent, modern instructional hug supporting programs in truck driving, highway constructions, and other workforce training needs that cannot be accommodated with current facilities. Proposed facility features include three standard classrooms equipped with smartboards, video conferencing capabilities, and adaptable furniture to accommodate various teaching formats; one flexible classroom and computer lab to include data drops, printing/scanning stations, and accessible layout for group or individual work; dedicated CNA training classroom with sink, handwashing station, storage for medical equipment and training dummies, and layout flexibility to simulate patient-care environments; workforce program space tailored for hands-on instruction in Highway Construction and Forklift operations which features a large open instructional lab with durable flooring and high ceilings, climate-controlled tool/equipment storage areas, bay door access for materials and heavy equipment, and exterior space for live training activities. The Truck Driving Training Support spaces will include an outdoor driving range designed to IDOT specifications, a yard building/student shelter adjacent to the range, equipped with seating, lighting, HVAC, and Wi-Fi as well as access to interior classroom spaces for the instructional portion of CDL training. Additional areas include: Meeting/Conference area for twenty-plus people with AV setup, conferencing ability, and flexible seating configurations to support community events, employer training, and internal meetings; Public Lobby/Open Collaboration Space; Breakroom and Support Spaces (restrooms, janitorial, vending and mechanical/electrical rooms) and a Flex-innovation area or Maker Space, equipped with tools, 3D printers, laser cutters, large-format plotters, hand tools, sewing machines, and electronic workstations that support entrepreneurship, prototyping, and business incubation activities. This investment will significantly improve educational access for historically marginalized populations, especially African-American residents of Cairo and the surrounding communication. This facility is a commitment to addressing educational inequity, improving workforce readiness, and creating long-term, transformative change in one of Illinois' most vulnerable regions.

Priority #35 528 McHenry County/Library/Student Success Center Renovations:
As one of the major hubs on campus that supports student engagement and overall student success as well as a tremendous resource that serves the community-at-large, the existing Library at McHenry County College is in need of significant renovations, reorganization, and upgrades to reflect the changing nature of information literacy and student engagement. The project scope includes the reconfiguration of the floorplan to reflect the interactive functions required of a modern Library. Specifically, the renovation will affect the Circulation and Reference Desk, reduction of General Collection Stacks, Open Computing Space, Reference Collection, Information Literacy Computer Lab, the Student Success Center, a new On-Line Learning Center, and a new Teaching and Learning Center.

Priority #36 526 Lincoln Land/Sangamon and Menard Hall Renovations:
Project will consist of renovating the Main Level and Lower Level at Sangamon Hall and Main and Lower Levels of Cass Gymnasium to improve Library and academic functions as well as athletic support spaces. The scope in Sangamon Hall will include a complete renovation of the Main Level Library and classroom spaces. Lower-Level renovations in Sangamon Hall include AIEL, Tutoring, Writing Center, Math Center, and Library seating and study area. The renovation in Cass Gymnasium will include additional offices on the Main Level and a complete renovation of the Lower Level for updated locker rooms and support/storage needs. Cass Gymnasium will also have an addition to the North side of the building for multi/purpose practice space and additional storage needs. The types of spaces required to support an upgraded Library include: diverse collaborative seating spaces, access to technology, quiet study spaces, group study spaces, Information Literacy Classroom space, reference materials, stacks, and appropriate office space. Additionally, the campus as a whole needs a large Multi-Purpose Space to accommodate dance classes, yoga, etc. as well as indoor space for softball and baseball batting cages. As a result of these needs, a new 4,200 SF addition is proposed on the north side of the Gymnasium at the Main Level. Structural considerations include accessibility needs (hallway widths, accessibility clearances, walking surfaces, door push and pull areas, turning radii, etc.), asbestos removal, and energy efficiency upgrades to heating, ventilation, air conditioning, and lighting systems.

Priority #37 522 Southwestern Illinois/Advanced Manufacturing Academy Phase II:

The project includes +/- 24,729 S.F. building dedicated to expanding the manufacturing robotics and welding trades. With a recent award received from DCEO, Southwestern Illinois College (SWIC) broke ground on Phase I of the Advanced Manufacturing Academy in mid-summer of 2022 and completed the building in summer of 2024. As overseas labor costs rise, the demand in the states for skilled employees in trades such as welding, CNC machining, and precision machining has grown. Illinois is second in the nation for states seeking machinists, with more than 31,790 employed across the state, according to the 2022 Bureau of Labor. Southwestern Illinois College's welding program is recognized as #7 for best welding schools in the nation. The machining program at SWIC just recently finished second in the nation in 'Project MFG', a competition that combined welding, machining, and programming, which challenges the participants on problem-solving and technical aptitudes, and last year finished first in the nation in 'Project MFG'.

Phase II of the Advanced Manufacturing Academy expansion will add 24,729 gross square feet to the state-of-the-art facility by adding two (2) large classrooms, five (5) large robotic, semi-automatic and manual welding processes laboratories, a weldment inspection and testing room, and computer room for programming, two (2) offices, and supporting areas. When this facility is complete it will increase the Advance Manufacturing Academy complex to over 55,871 square feet and house multiple large scale, high-end manufacturing equipment such as 3D printers, CNC Machines, Precision Machines, Welding, and Robotics.

Priority #38 503 Black Hawk/New Student Center at the East Campus:

The East Campus is lacking is a Student Center that consolidates student service functions as well as multi-purpose space to serve students and the community. This proposed new 46,500 SF Student Center will be designed to accommodate student service functions and to create a new "front door" for the campus, providing a more welcoming experience for students and the community. The new facility is planned to be connected to the first and second floor levels of existing Building A on campus and will be positioned toward the main entrance drive. By connecting the new facility at both floor levels, overall circulation throughout the campus will also be improved, and access to these critical functions on campus will be greatly enhanced. Due to the existing topography where the new facility will be located, there will be an opportunity to create a third level below the first and second floors with access to natural light to create a more efficient footprint for the building. Additionally, the project will include improvements to the existing main entrance to Building A to improve accessibility as this entrance currently incorporates a "split-level" entry sequence causing many persons with disabilities to navigate stairs or an elevator immediately upon entrance to the building to access the rest of the campus.

Priority #39 534 Spoon River/Drama Auditorium/Theatre Addition to Multipurpose Facility:

The building under consideration addresses the College's and community's need to provide students, as well as community members, cultural enrichment education and activities. Construction will provide functional, technologically up-to-date and attractive theater and classrooms. The area and the Spoon River College district have very limited facilities dedicated to cultural enrichment and education activities. This new facility would provide cultural enrichment education and activities not only for our students but for our entire district. It would allow for student and personal development and enhance the College's student retention and student life activities. Currently, there is no space to hold physical education classes nor a study center for our student athletes. This addition would allow the college to offer more physical education classes to our student population and offer dedicated space for our student athletes to study on-campus improving their retention and grades.

Priority #40 510 South Suburban/Exterior Painting and Caulking-Entire Building-Main Campus:

The exterior integrity of a building is only as good as its ability to prevent air and water infiltration. South Suburban College has been providing a bandage to the exterior of its Main Campus Building for many

years. The existing exterior panels have endured years of weathering, causing the paint to spall and fade over the years giving the building a worn out appearance. The caulk between the exterior panels has either fallen out, dried up and lost its movement ability. Most of all the old caulk between panels makes the building susceptible to water infiltration.
Re-painting and re-caulking will beautify the appearance of the building and also provide cost saving measures when it comes to energy efficiency. Leaving the exterior of the building in current conditions can create bigger underlying problems in the near future making repairs more costly.

Priority #41 526 Lincoln Land/New Child Care Center:
This project involves the construction of a new (approximate) 15,000 square foot, single-story, Child Development Center (CDC) immediately adjacent to the existing CDC. The new building will consist of Classrooms (Infants, Toddlers, Pre-school), Resource Room, Instructional Classroom, Offices, a Lounge, Restrooms, Kitchen, Laundry, Observation, and other mechanical and storage support spaces. The new building will also include a new playground to support the children's development outside of the classrooms. This project will address Core Campus Components related to day care facilities. The college currently has a day care facility and the existing building in which it occupies has become antiquated; in addition, the windows currently leak and need to be replaced. One of the classrooms will be designated for the newly awarded Preschool Expansion grant that will be used by adult learners in our Early Childhood Education program. Having this classroom under the same roof as the daycare (and not across campus) will help these future teachers better prepare for real world daycare environments.

Priority #42 524 Moraine Valley/Center for Public Safety:
The Center for Public Safety will serve as a comprehensive training hub for the college's public safety programs—including criminal justice, fire science, emergency medical services, cybersecurity, and other first-responder disciplines. This purpose-built facility will provide state-of-the-art training environments and instructional spaces designed to prepare a pipeline of career-ready public servants. The Center will house all fire science and emergency management degree and certificate programs, while also offering opportunities for ongoing professional development and specialized training aligned with the unique needs of our region. The project includes the development of outdoor training facilities for Criminal Justice, Fire, and EMS programs. Additionally, the plan encompasses the remodeling of space to accommodate programs that will be relocated as a result of the Center's construction and related campus reorganization efforts.

Priority #43 530 John A. Logan/Lower C Wing Renovation:

Tailor spaces in the lower C wing area of the campus to fit the Cyber Security. The project would overhaul this existing Lower C wing for JALC's Cyber Security and ElectronicsTechnology programs.

Priority #44 501 Kaskaskia/Comprehensive Roofing Replacement Project:
The Harry L. Crisp Technology Center Roof Replacement Project will replace the south metal roof that is original to the building. The current metal roof has required several patches and repairs to stop leaks and is near the end of its functional capacity. The roof is approximately 12,200 square feet. The south metal roof has required several patches to stop leaks into the building. The maintenance staff continues to fix new leaks discovered with each rain event. The Technology Center provides education for the highest in-demand trade classes. Each weather event could lead to the closure of classrooms due to leaks in classrooms. Roof leaks could cause closure to the classroom that would disrupt the learning environment, and teaching schedule and put an additional burden on students and staff.

Priority #45 535 Oakton/Classroom Remodel Skokie Campus:
Academic Classroom remodel to foster active learning by creating flexible spaces with immersive technology capabilities allowing for teaching and learning to take any which form imaginable. Oakton is already embracing the full range of learning spaces: from traditional classrooms to active, project based

environments and adaptive learning, it can distinguish itself by pushing the use of the latest technology for hybrid curricula, instant feedback and immersive simulation environments. The flexibility of this space will be enhanced by multipurpose class/seminar rooms that can be opened into a large meeting room. The rooms will be equipped with the latest in instructional technology, including online and distance-learning capabilities. Stand-alone mechanical systems will make the facility utility-efficient at times when the campus may be closed, making the new building ideal for supporting business and industry conferences and meetings.

Priority #46 504 Triton/Career Discovery Center Building:

The CDC will allow students to explore and move into careers by providing a full range of career and technical education (CTE) paired with wrap-around career guidance services to help them make well-informed choices. Through partnerships with high schools and employers that stimulate innovation and encourage active learning and participation, the CDC will prepare students and community members to meet the demands of tomorrow's workforce. Activities will be informed by and aligned with the Illinois Community College Board's "Workforce Education Strategic Plan" strategic directions. Career discovery programming at the CDC will be designed for collaborative learning environments where students can work on projects at their own pace while supported by qualified faculty. In this model students are actively engaged in the advancement of their lessons and take responsibility for their own learning, which enhances their critical thinking skills while cultivating student agency in a manner similar to competency-based education. The CDC will also allow the college to expand instruction provided as Community Services, providing assistance and options for community members looking to explore new careers or vocational directions they can take with their lives.

Priority #47 517 Lake Land/Remodel of Northeast Classroom Building:
This major remodeling project will include a comprehensive renovation of the Northeast Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room. Updated classroom space will ensure that a student taking a class in one of Lake Land College's original buildings has access to the same type of learning opportunities as the student taking a class in a newer structure. Renovated space will allow Lake Land College to offer the needed technology support to properly educate tomorrow's students. Many of the educational tools available today did not exist when the original campus buildings were constructed and wired in the early 1970s.

Priority #48 520 Kankakee/Renovation of the west portion of the existing third floor of the L Building:
In order to create more collaborative, engaging, and appropriate learning spaces for the students of Kankakee Community College as well as more appropriate faculty and staff offices, the entire 12,150 SF of space located on the west portion of the third floor will require renovation. When completed, the newly renovated space will include the following:

- 2 Large Computer Labs at approximately 1,300 SF each
- 1 Medium Computer Lab at approximately 800 SF each
- 1 Small Computer Lab at approximately 400 SF each
- 8 Private Faculty Offices set up in suites to accommodate student / faculty interaction
- Combined Information Technology Help Desk, Staff Offices, and Storage to accommodate staff collaboration
- Group Study Rooms / Informal Collaboration Space throughout the corridor system

Priority #49 520 Kankakee/Renovation of the east portion of the existing third floor of the L Building:

In order to create more collaborative, engaging, and appropriate learning spaces for the students of Kankakee Community College as well as more appropriate faculty and staff offices, the entire 22,000 SF of space located on the east portion of the third floor will require renovation. When completed, the newly renovated space will include the following:

- 8 Active Learning / Collaborative Classrooms at approximately 900 SF each
- 4 Active Learning / Collaborative Classrooms at approximately 650 SF each
- 12 Private Faculty Offices set up in suites to accommodate student / faculty interaction
- Humanities / Social Sciences & Math / Science / Engineering Divisional Office Suite
- Group Study Rooms / Informal Collaboration Space throughout the corridor system

Priority #50 514 Illinois Central/Level 2 - Classroom / Collaboration Space / Office Renovations:

SThe Second Level of the Academic Building at Illinois Central College currently houses numerous General Classroom spaces and Faculty / Staff Office spaces. These spaces have not been significantly upgraded to support current teaching and learning modalities and collaborative work / study environments in decades.

Together with associated corridor space and other support spaces, this area consists of approximately 51,800 SF and is in need of renovations and upgrades. When completed, the newly renovated space will include the following:

- 20 Flexible / Collaborative Classrooms / Computer Labs
- 13 Shared 4-person Faculty Offices
- Huddle Spaces to accommodate student / faculty interaction
- Adjunct Faculty Office Space / Workroom
- Group Study Rooms
- Informal Collaboration Space throughout the corridor system

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
<u>Shawnee Community College</u>
➤ Power Sports Technician Certificate (32 credit hours)

BACKGROUND

Shawnee Community College
Power Sports Technician Certificate (32 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as power sports technicians capable of diagnosing, repairing, and maintaining a variety of small engines and recreational vehicles including motorcycles, all-terrain vehicles (ATVs), utility task vehicles (UTVs), and personal watercrafts.

Catalog Description: The Power Sports Technology Certificate prepares students for entry-level careers in repair, maintenance, and diagnostics of motorcycles, ATVs, UTVs, and other small engine vehicles. Designed to meet the growing demand for skilled technicians in the recreational and utility vehicle industry, the program will emphasize hands-on training with industry standard tools, equipment, and diagnostic procedures. The coursework will cover fundamentals and advanced topics including two- and four-stroke engine systems, electrical and electronic diagnostics, fuel and ignition systems, suspension repair and customer services practices.

Curricular Information: The certificate curriculum includes 32 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory and advanced power sports electrical systems, introductory and advanced motorcycle, introductory and advanced ATVs, fuel systems, diesel systems in power sports, engine rebuild, marine systems, workplace safety, advanced computer diagnostic systems, and a power sports technology internship. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and worksite supervisors.

The curriculum integrates Occupational Health and Safety Administration (OHSA) training and manufacturer-specific Polaris STEP (Student Technician Education Program) training. The program will prepare students for Student Technician certification through Polaris, which includes modules in system basics, maintenance, diagnostics, and service operation. Higher-level Master Technician certification is available for graduates who find employment with a Polaris dealership.

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

Justification for Credit hours required: The proposed program exceeds 30 credit hours to include a required two (2) credit hour work-based learning experience deemed important and beneficial by local employers for students.

Diversity, Equity & Inclusion Efforts: Shawnee Community College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Programs such as TRIO support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from a variety of local employers who utilize power sports technicians.

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 recreational vehicle and motorcycle repair is expected to increase statewide by 3% through the year 2032.

Table 1: Employer Partners

Employer	Location
Polaris Inc.	Carbondale, IL
Oasis Outdoors	Marion, IL
Southern IL Motorsports	Carbondale, IL
Pappy's Outdoors	Marion, IL
Sappington Pro Outdoor	Jackson, MO
Power Sports of America	Paducah, KY
Bill Glodich Honda	West Frankfort, IL

Table 2: Projected Enrollments

Power Sports Technician Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	6	6	8
Part-Time Enrollments:	2	2	2
Completions:	6	6	8

Financial / Budgetary Information: The program will require one (1) new full-time faculty the first year. Qualified faculty will hold at least some combination of an Associates degree in Automotive Technology, Power Sports Technology or closely related field; at least 3-5 years work experience in the field, and one (1) year teaching experience is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$32,370	$64,675	$64,675
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$32,370**	**$64,675**	**$64,675**

Table 4: Faculty Requirements

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

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 John A. Logan College, Moraine Valley Community College and Spoon River College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2025, John A. Logan College, Moraine Valley Community College and Spoon River 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:

John A. Logan College, District 530
Moraine Valley Community College, District 524
Spoon River College, District 534

RECOGNITION REPORT

JOHN A. LOGAN COLLEGE

December 2025

<p style="text-align:center">**Illinois Community College Board**
Recognition Report
For John A. Logan College
December 2025</p>

Introduction

During fiscal year 2023-24, the Illinois Community College Board (ICCB) conducted a recognition evaluation of John A. Logan College (JALC), District 530. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to John A. Logan College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. **Instruction**

   1. **Degrees and Certificates**

      A comparison between John A. Logan 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). The following discrepancies between the printed college catalog and the curriculum master file were identified:

      Compliance Recommendation: The following discrepancies between the printed college catalog and the curriculum master file were identified:

      Credit hour discrepancies:
      - Associate in Arts degree – The program is listed as 63 credit hours (ch) on the Curriculum Master File (MF), however, in the catalog there are options listed at 62ch.
      - Associate in Engineering Science – The program is listed as 68ch on the Curriculum MF, however, in the catalog there are six AES options where the total is listed as below 68ch.

      College Response:

      The discrepancies identified in the audit had already been discovered during the College's internal preparation for ICCB recognition. Once identified, the College promptly implemented corrective measures, including a thorough review and update of the affected program guides. Updated guides were immediately posted on the College website to ensure stakeholders have access to accurate and consistent information.

      To strengthen information management practices, the College has adopted Modern Campus software, a robust catalog management system that has replaced the former static, manual process. This platform enables real-time updates, improved quality control, and automated synchronization of approved curriculum changes, significantly reducing the risk of human error.

      In addition, the College has implemented the following proactive measures to prevent future discrepancies:

      - *Standardized Review Protocols: All catalog content undergoes cross-departmental review to ensure accuracy and consistency prior to publication.*

      - *Regular Internal Audits: Scheduled reviews are conducted to identify and resolve discrepancies before they impact students, faculty, or external stakeholders.*

- *Staff Training and Accountability: Personnel responsible for catalog and curriculum management participate in ongoing training to stay current with best practices, software updates, and institutional policies.*

These actions reflect the College's commitment to continuous improvement, transparency, and the integrity of the information we provide. By combining technological solutions with strengthened procedures, the College ensures that its materials remain accurate, current, and fully aligned with ICCB standards.

2. Articulation

John A. Logan College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), the Associate in Fine Arts (A.F.A.) in 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. All course and curriculum development follow Administrative Procedure 302 for Curriculum Development, which was updated on November 28, 2022.

A new Curriculum & Instruction Handbook was created to identify meeting dates, committee members, and updated course and curriculum forms. Online course development and classes are evaluated by a faculty led online assessment team. Full-time and term faculty are evaluated by administration and students per contract guidelines. Term faculty submit attendance records and grades to the Term Faculty office each semester.

All faculty maintain attendance records as stated on syllabi per course or program guidelines, per Board Policy 8410, Student Attendance Records. The John A. Logan

placement guide adopted multiple measures and expanded placement in co-curricular English and math courses. Placement testing for MAT 112 or 119 was eliminated and supportive skills courses are offered as co-requisites.

Compliance Recommendation: None.

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of John A. Logan College's Recognition review, the following dual credit information was examined to determine if institutional policies and practices are in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2023 and 50 from fiscal year 2024. 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 2023 and 2024, 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. John A. Logan College provided samples of current Memorandums of Understanding.

Instructors

During fiscal years 2023 through 2024, it was reported that 58 instructors taught transfer (1.1) dual credit courses. Of these instructors, one 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. It was also reported that during fiscal years 2023 and 2024, 22 instructors taught CTE (1.2) dual credit courses. Of these 22 instructors, two did not hold the minimum requirement of at least 2,000 hours of qualified work experience. Underqualified faculty are listed in the document titled *5 a-f Underqualified Dual Credit Faculty*.

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 years 2023 and 2024 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: 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.

College Response:

John A. Logan College conducted an internal audit of dual credit instructors in February 2025, prior to the ICCB Recognition site visit. The audit identified one dual credit

instructor who did not meet credentialing requirements to teach a transfer (1.1 PCS) course. The College notified the instructor and advised that they may not continue teaching dual credit courses without completing nine graduate-level credit hours in the content area and submitting a professional development plan to outline completion of the remaining nine hours.

Following this discovery, the College implemented a regular internal review cycle to ensure ongoing compliance with ICCB requirements. While the current credentialing process already involves multiple levels of review (Department Chair, Academic Dean, Assistant Provost of Academic Affairs, and final approval by the Chief Academic Officer), the identified instructor had originally been approved in 2009, prior to the more rigorous process now in place. This highlighted a gap in the existing review procedures. To address this, the College has established a recurring review of continuing dual credit instructor credentials every three years, as well as upon significant course changes or new ICCB guidance. Credential records have been migrated into the College's new Human Resources records management system, ADP, an upgrade from the previous system used by the Dual Credit program.

The ICCB Recognition also identified two Career and Technical Education (1.2 PCS) dual credit instructors as not meeting credential requirements of 2,000 hours of qualified work experience. Upon review, College staff determined this was due to an omission of data in a faculty spreadsheet that was submitted to ICCB for Recognition. The College has verified that both instructors possess the required experience, updated the spreadsheet, and submitted the corrections to ICCB. Verification of work experience forms have also been entered into ADP. The human resource system upgrade will allow future audits to be more efficient and ensure accurate reporting.

6. **Assessment Plans**

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. During the past two years, the college has created a new assessment team that has set goals and outlined a timeline to create a new assessment process. Assessment now includes program-level outcomes and division-level outcomes, which have been mapped to institution-level outcomes. In Fall 2023, faculty created outcomes and engaged in mapping of outcomes for all IAI courses and year one of career and technical education certificates and degrees (Phase 1). The new outcomes were then piloted in Fall 2023, and adjustments were made as needed. Then, in Spring 2024, assessment activities were launched to all full-time faculty who taught Phase 1 courses. Results were collected by faculty and analyzed for results.

The Assessment Team will meet in Summer 2024 to review processes and establish assessment goals and timelines for the 2024-2025 academic year. Faculty and staff will review assessment data at the conclusion of Spring 2024 and make recommendations for course and curricular improvement in Fall 2024. The college will continue to develop co-curricular assessment and integrate it into assessment practices in Fall 2024. The

Assessment Team will lead faculty in mapping the remainder of courses at the program, division, or institution level in Fall 2024 (Phase 2). In addition, the Assessment Team will establish an assessment cycle and formalize co-curricular assessment into the assessment process in 2024-2025.

Faculty compile data in a spreadsheet and submit a learning outcomes report. In addition to capturing raw data from assessment results, faculty were prompted to define the criterion for success. Assessment results were reviewed by the respective Student Learning Outcomes committee, and the summary of their findings was posted to the college's website. As part of the new assessment process, faculty will use assessment software to submit data and reflections, which will provide faculty and administrators with better access to the data, and facilitate improvements based on recommendations.

The college uses multiple measures for placement into English and math courses. Next-Generation Accuplacer is its primary placement test, with ACT and SAT also accepted at certain score levels. GED test scores and high school grade point average are also considered. The college's placement guide reflects measures established to assist with appropriate course placement. The college must decide whether Accuplacer will remain the preferred tool. If Accuplacer remains in place, then they will proceed with an Admitted Class Evaluation Service (ACES) evaluation. If not, then an evaluation will be conducted to determine the future of testing and utilization of multiple measures in determining course placement.

Effective Fall 2023, ENG 052 (Developmental Writing) and ENG 053 (Developmental Reading), have been discontinued. Instead, the college offers a co-requisite course for college-level English Composition I: Composition Literacy.

Compliance Recommendation: None.

7. **Student Evaluation**

John A. Logan Community 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 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 a combination of its Teaching and Learning Center, Faculty Academy, Perkins grants, and HR's Vector online training. The college additionally awards all full-time faculty professional development funds. The Faculty Academy focuses on orientation for new faculty, and the Learning Resource Center supports online teaching as well as training for all categories of faculty.

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

- Four faculty were missing the documentation of credentials required by the ICCB.
- For five faculty listed, it was unclear how they meet the minimum faculty requirements.
- Two faculty appeared not to meet the minimum faculty requirements.

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

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

John A. Logan College remains committed to maintaining full compliance with ICCB standards and to continuously improving the processes used to verify faculty qualifications. In response to the ICCB's Recognition Compliance Recommendation for Faculty Qualifications, the College requested from ICCB the identification of the faculty members noted in the review as having incomplete or unclear credentials. Once those individuals were identified, the College sought clarification from ICCB staff on how to more effectively document and present faculty qualifications.

As part of the official response to the ICCB 2024 Recognition Report, the College will provide additional documentation for the faculty noted in the review. The College believes this additional information will demonstrate that the faculty members in question are, in fact, appropriately qualified to teach the courses to which they are assigned.

- *Four faculty missing credential documentation*
  The College will submit additional credentials and certifications for four Career and Technical Education faculty.

- *Five faculty with unclear qualifications*
  The College will submit detailed explanations linking specific graduate coursework on transcripts to the courses being taught, providing clearer alignment between faculty credentials and instructional assignments.

- *Two faculty appearing not to meet minimum requirements.*
  The College will provide a detailed transcript analysis demonstrating how specific coursework supports one of the faculty member's qualifications for the courses assigned.

  John A. Logan College recognizes that one of the faculty members was not qualified. This was addressed in Instruction - Standard 5 Dual Credit of this Recognition Report. The College conducted an internal audit of dual credit instructors in February 2025, prior to the ICCB Recognition site visit. The audit identified one dual credit instructor who did not meet credentialing requirements to teach a transfer (1.1 PCS) course. The College notified the instructor and advised that they may not continue teaching dual credit courses without completing nine graduate-level credit hours in the content area and submitting a professional development plan to outline completion of the remaining nine hours.

To further strengthen the College's faculty qualification review process, the College will implement a revised faculty qualification review procedure. The College implemented an electronic human resource system in 2025. The new system will allow for electronic storage of all personnel records and for the creation of electronic review processes at multiple levels. Additionally, the revised procedure will identify more specificity in the requirements for faculty qualifications.

9. **Cooperative Agreements and Contracts**

   As part of the recognition review for standard 9, Cooperative Agreements, John A. Logan College reviewed their cooperative agreement process. John A. Logan College participates in the CAREER Agreement, which has been adopted by all 39 Illinois community college districts. The college also has interdistrict cooperative agreements with Rend Lake College, Southeastern Illinois College, and Shawnee Community College specifically for dual credit. Additionally, the college has existing agreements with Illinois Eastern Community College and Southern Illinois University Carbondale Army and Air Force ROTC. Upon review, the college reported that there are no current agreements in place for the ROTC programs. They have since reached out and agreements are in development.

   The following items of the college were reviewed: the college's website and the college's course catalog (online). John A. Logan 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 course catalog lists each of the 39 districts that comprise the CAREER Agreement and additionally provides a link to the college's website that lists the CAREER Agreement-eligible programs.

   All Indicators of Compliance and Indicators of Quality were met.

   Compliance Recommendation: None.

10. **Program Review/Results**

    After reviewing John A. Logan 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
John A. Logan College has enhanced its approach to academic planning by replacing the traditional Instructional Calendar with a more comprehensive Advisement Calendar. This new calendar includes key registration, drop, withdrawal, and semester-end dates for various term types and is available on the MyJALC student portal and the Advisement website. Students can access advisement services in multiple ways: by emailing a central registration address, calling the Academic Advisement Office, or scheduling appointments through Calendly. Additionally, advisors host on-campus registration drives each semester to encourage students to meet with their advisors for the upcoming term. New students are advised to meet with an academic advisor rather than self-advise until they complete their first semester. To support high school seniors, the college created New Student Orientation Days, which allow students to engage with advisement services and complete college-related tasks during high school-coordinated field trips.

In 2021, the college implemented a new student information system that includes an Advisement Worksheet—an interactive degree audit tool accessible through MyJALC. This tool provides students with a current course checklist aligned with their major and degree requirements, enabling them to plan their academic schedules and track their progress toward graduation.

<u>**Compliance Recommendation:**</u> 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.

In 2021, the college hired an external consultant to review and improve its financial aid operations, with a focus on increasing efficiency and enhancing student service. As a result, several key changes were made:
- The financial aid process has been transitioned to a digital system.
- A new Director of Financial Aid has been hired.
- Students now receive a clearer estimated award letter to help them understand their potential aid and encourage the timely completion of the process.
- The appeal process was streamlined, unnecessary steps were removed, and new data quality reports were created to ensure accurate information.

To better serve students, the Financial Aid Office extended its hours and is now open until 6:00 p.m. on Tuesdays. The office has also expanded its presence at college events such as

New Student Orientation Days, FAFSA completion workshops, and Saturday sign-up events. Additionally, outreach to local high schools within the district has been intensified to support students and their families through the financial aid process.

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:

The College acknowledges the recommendation regarding the inclusion of its current loan default rate in the recognition report. Beginning with future reports, the College will collect this data—using the U.S. Department of Education's NSLDS Cohort Default Rate Searchable Database—and ensure it is accurately reported in alignment with ICCB expectations. Including this information will enhance transparency and provide a more comprehensive overview of student financial outcomes.

Although the College no longer participates in the Federal Direct Loan Program, it recognizes the relevance of historical loan data and will include it where applicable.

C: Career Placement
Services are available through the Workforce Development and Career Services office. The office features a dedicated computer lab equipped with four stations as well as a mobile laptop cart to facilitate student access.

**Services Offered: **
- Interview Preparation
- Job Search Strategies
- Resume and Cover Letter Writing
- Access to Job Listings
- Career Exploration and Virtual Job Shadowing
- Resume-Building
- Classroom Presentations and Career Readiness Workshops

The Career Services Office plays a key role in supporting student success by offering workshops throughout each semester. These sessions focus on career exploration, resume and cover letter writing, and interview preparation. The office also offers a free career exploration test to help students make informed decisions about their majors or degrees. To further support employment readiness, the Career Services Office maintains both online and in-person job boards featuring student work opportunities and community employment listings.

Compliance Recommendation: None.

D: Support Services

John A. Logan provides a comprehensive range of student support services with a focus on accessibility, equity, and student success.

Within Student Success, the college operates a TRIO program that serves first-generation students, students of color, and those eligible for financial aid. TRIO provides one-on-one academic advising, career counseling, and tutoring—both in person and online. The program also offers workshops to help students manage stress, choose a major, prepare for careers, and plan transfers to four-year colleges.

Support for students with disabilities is available through a full-time Disability Support Services (DSS) coordinator, who ensures students receive appropriate accommodations. Free on-campus tutoring is available to all students, with extended evening hours on Tuesdays to support non-traditional learners.

To further promote equity and inclusion, the college employs a Director of Diversity, Equity, and Inclusion. This office supports student access and helps lead campus recruitment efforts while also organizing ongoing DEI-related events and initiatives.

The college ensures web and technology accessibility through tools like JAWS screen readers, captioning software, and third-party ADA compliance checks. Continuous improvement efforts are supported by a Title III grant and staff training on ADA compliance.

Compliance Recommendation: None.

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

John A. Logan students can participate in clubs and organizations that enrich their learning experience. Many of these clubs are linked to academic programs and have faculty advisors specializing in those fields, particularly in applied learning areas. JAL's co-curricular activities aid students in developing professional skills and gaining practical work experience in line with the college's Institutional Learning Outcomes (ILOs). Additionally, these programs offer chances for external skills assessments, such as SkillsUSA, which evaluates real-world career and technical abilities.

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. John A. Logan College is an open-enrollment institution; however, students must meet specific admission requirements to be fully accepted. Full admission is granted to those who have graduated high school, earned a homeschool diploma, obtained a GED, or are transferring from a regionally accredited college. Students aged 16 or older who have left high school may also apply, provided they submit a letter from their local school district superintendent. However, they cannot receive financial aid without submitting a final high school transcript or an equivalent document.

Students in Dual Credit or Early College programs are admitted conditionally. They must be juniors, complete a special application, and get course registration approval from both their high school and the college's Assistant Manager of Dual Credit and recruitment.

Transfer students must send official transcripts from regionally accredited colleges to the Office of Admissions and Records and complete a Transcript Evaluation Request form to have their credits reviewed for degree or certificate programs. Only transcripts from regionally accredited institutions are evaluated.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at John A. Logan on March 25, 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

168 students in fiscal year 2024 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. An additional sample was reviewed on the dual credit population.

For 4.29 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. Ten students (five credited hours) were reported on the SU claim report for course ASE 44A 43, which should have been reported on the SR claim report. This was a coding error. The college checked the coding for all Adult Education courses and found this to be the only error. In assessing the error rate of 4.29 percent, the true population error rate lies between 1.72 percent and 6.86 percent at the 95 percent level of confidence. Based on these results, the true population error rate is significantly different than 1 percent at the 95 percent confidence level.

For 11.43 percent of the Dual Credit sample, information was reported incorrectly on the SU/SR claim reports. The college reported 24 dual credit students from two courses (AST 101-MA, WEL 12-HE) that were completely withdrawn from the semesters. In addition, the college is reporting dual credit students in two semesters if the course is a yearlong course. The true error rate could range between 7.17 percent and 15.69 percent at the 95 percent confidence level. An error rate of this magnitude, perhaps greater than 10 percent, may need 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 errors, the computation of the financial impact, and any payback for the period under review.

College Response:

The College acknowledges the compliance recommendation regarding SU/SR claim reporting and appreciates ICCB's thorough review of our processes. We recognize the importance of ensuring that all credit hour reporting fully complies with 110 ILCS 805/2-16.02, 23 Ill. Admin. Code 1501.313, and 1501.507.

Corrective Measures

- *Adult Education Coding Error: The College corrected the identified clerical error in ASE 44A 43 and verified the coding of all Adult Education courses. No additional errors were found. A second staff member has now been added to validate internal enrollment records in Adult Education.*

- *Dual Credit Reporting Issues: The College identified a gap in the review process and expanded the review team to include a dual credit staff member. Procedures have been revised to ensure withdrawn dual credit students are no longer reported.*

- **Structured Review Process**: *At the conclusion of each semester, the Assistant Provost of Academic Affairs initiates the validation process for the SU/SR Credit Hour Claims Report. A minimum of three draft reports are produced and reviewed by staff with direct knowledge of the courses and student information. The review team includes academic deans, the Associate Director of Workforce Training, the Director of Adult & Alternative Learning Programs, the Director of Academic Programs & Accreditations, the Registrar, the Assistant Vice President of Institutional Effectiveness & Research, and a dual credit staff member. Following staff validation, the final report is submitted to ICCB.*

Preventive Measures

- **Revisions to Dual Credit Course Submissions**: *Yearlong dual credit courses are now claimed in the spring semester in alignment with ICCB requirements.*

- **Staff Training:** *Personnel involved in SU/SR claim reporting will participate in ongoing training to ensure compliance with ICCB requirements and best practices.*

- **Cross-Departmental Oversight**: *A collaborative review process across Academic Affairs, Records, and Institutional Research will validate SU/SR claim data prior to certification.*

- **Collaboration with ICCB**: *The College will continue to work directly with ICCB to investigate errors, calculate financial impacts, and coordinate any required paybacks for the review period.*

These corrective and preventive measures demonstrate the College's commitment to accountability, compliance, and continuous improvement. By strengthening procedural safeguards, expanding staff involvement, and maintaining close partnership with ICCB, the College affirms its responsibility to ensure accurate and reliable SU/SR reporting.

Midterm Certification

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

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

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

Compliance Recommendation: None.

Student Residency

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

Based on the review, the college properly classifies students for reporting purposes. However, the college 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. In addition, the CAREER Agreement policy needs to be updated to reflect the changes in 110 ILCS 805/6-1.5.

Compliance Recommendation: ICCB recommends the college update 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 Admin. Code 1501.501, and P.A. 102-800. Also, the college must revise the CAREER Agreement policy to comply with 110 ILCS 805/6-1.5, effective 01/01/24 per P.A. 103-159.

College Response:

All recommendations received from ICCB staff post Recognition site visit were implemented into Board Policies and Administrative Procedures.

The College Board of Trustees approved an update to Board Policy 7311, Definition of Residency Status for Tuition and Professional Licensure Purposes, on August 28, 2025. The new policy complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.501, and P.A. 102-800.

Additionally, the College published a revised Administrative Procedure 731, Definition of Residency Status for Tuition and Professional Licensure Purposes, that complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.501, and P.A. 102-800.

The College Board of Trustees approved an update to Board Policy 7350, Out of District Attendance Policy, which addresses the Illinois CAREER Agreement, on March 25, 2025. The new policy complies with 110 ILCS 805/6-1.5, effective 01/01/24 per P.A. 103-159.

Additionally, the College revised the corresponding administrative procedure, CAREER Agreements (AP 350) and implemented it on September 23, 2025.

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, report submissions were not made in a timely manner. There were 45 reports submitted late over a four-year period due to high employee turnover rates and implementation of a new system. Currently, the college is tracking all reports.

Compliance Recommendation: The college must continue developing processes in order to comply with reporting timetables established at 23 IL Admin. Code 1501.201 Reporting Requirements.

College Response:

John A. Logan College recognizes the reporting requirements outlined in Illinois Administrative Code 1501.201 and the associated ICCB due dates. While the College has historically maintained processes to minimize late submissions, we acknowledge the need for continued improvement to ensure greater consistency in meeting established timelines.

To strengthen compliance, the College is implementing the following measures:

- ***Cross-departmental collaboration:*** *Stakeholders from dual credit, workforce, adult education, registrar, academic affairs, and institutional effectiveness will review all SU and SR reports prior to submission to reduce the need for resubmissions.*
- ***Ongoing monitoring:*** *The Assistant Vice President of Institutional Effectiveness and Research will track all submissions, with on-time completion tied to a strategic plan metric and reviewed regularly by the President's Cabinet.*
- ***System improvements:*** *Reporting processes will be streamlined through the new Human Resources system (ADP) to support timely completion of the C1 and C3 reports.*
- ***Expanded staffing:*** *With the Institutional Effectiveness and Research office restored to full staffing, the new data analyst will ensure timely preparation, validation, and submission of ICCB reports.*
- ***Financial reporting review:*** *Internal discussions will address barriers to timely financial reporting, with a goal of reducing reliance on extensions.*
- ***Data accuracy:*** *Efforts will continue to reduce the number of "unknown" entries in race/ethnicity and gender categories across all required reports.*

Through these steps, John A. Logan College is committed to strengthening processes, ensuring timely submissions, and maintaining full compliance with ICCB reporting requirements.

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 need addressed, evidence of corrective action plans (CAP) was reviewed by ICCB staff. There were six findings noted over the three-year period. The CAP for each finding was provided and appears to be adequate. 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: ICCB recommends the college update the current process to review and approve management decision letters in the GATA system.

College Response:

The Assistant Vice President of Business Services/Controller will review and approve the management decision letter in the GATA system. The accepted management decision letter has been added to the internal list of required audit preparation workpapers. For example, the fiscal year 2024 management decision letter is a required internal audit preparation

workpaper for the fiscal year 2025 audit and will be added once the letter has been uploaded to GATA by ICCB and reviewed and accepted by the College. The accepted letters will also be emailed to the auditors for their information.

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) and their self-study, which were found to be in good order. The college is working on a new FMP; estimated date of completion is Spring 2026. After board approval, the college will submit the final copy to ICCB.

   Compliance Recommendation: None.

   B. **Facilities Data Submissions:**

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

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

   Compliance Recommendation: None.

5. **Employee Contracts**

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

According to 110 ILCS 805/3-70, employment contracts must be transparent. Actions such as performance-based bonuses, incentive-based compensation, and final actions of the employment contract must be made during an open board meeting, approved by the board, and made available to the public. Board minutes, board packets, and annual performance criteria and goals must be made available to the public on the district's official website.

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

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

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

Based on the review, there are several contractual employee positions, including the President's position. The President's employment agreement met <u>all</u> specifications and notice provisions required by law. All other employment agreements met <u>most</u> specifications and notice provisions required by law. The employment agreements have 52 weeks of severance. The college will update severance to reflect 20 weeks of compensation and add information to prohibit severance if the employee is fired for misconduct. In addition, the employment agreements are not made available to the public on the district's website. The college will include the employment agreements in the board materials to be posted on the website in the future.

Compliance Recommendation: The college must update the severance clause in the employment agreements and, separately, also post the employment agreements to the district's website. The college must ensure employment agreements comply with 110 ILCS 805, 5 ILCS 415, 23 IL Admin. Code 1501.803, and 23 IL Admin. Code 1501.804.

College Response:

To address the issue and ensure ongoing compliance, the College has implemented a revised internal process for managing professional and executive support staff contracts:

Updated Internal Process

- ***Contract Review and Approval***
  The College reviewed and updated the professional and executive support staff contract template, which was approved by the ICCB Recognition Team.

- ***Board Review and Extension Approval***
  In the June 2025 Board of Trustees meeting, contracts for professional and executive support staff were reviewed for extension in accordance with Board Policy 5227, with effective dates beginning July 1, 2025.
- ***Contract Distribution***
  Following board approval, Human Resources distributed the updated contracts to all professional and executive support staff.
- ***Digital Posting and Transparency***
  As signed contracts are returned, they are forwarded to the Manager of Digital Communications. These contracts are then posted on the John A. Logan College website under the Board of Trustees page, specifically within the "Professional Agreements" tab under "Agreements."
- ***New Hires and Internal Movement***
  For newly hired professional staff, as well as those moving into new positions or receiving promotions, contracts are issued following board approval of the employment action. These contracts follow the same distribution and posting process outlined above, ensuring consistency and compliance across all employment scenarios.

This structured approach ensures timely contract issuance, board oversight, and public transparency, aligning with ICCB standards and institutional policy.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by John A. Logan College were reviewed—generally this includes fiscal years (fiscal year) 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2024 submission contained one critical error. This data was verified by college officials as valid and accurate. John A. Logan College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2025 submission was finalized about two and a half months late, the fiscal year 2024 and fiscal year 2023 submissions were half a month late, and the fiscal year 2021 submission was finalized three days past the reporting deadline. The submissions took between five and 28 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 10 percent and 41 percent. The proportion of records with Pell Recipient ranged between 13 percent and 25 percent. The proportion of records with Subsidized Stafford Recipient was zero 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 four of five fiscal years reviewed; the fiscal year 2025 submission was finalized more than one month late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. John A. Logan College met the reporting deadline in four of the five years reviewed; the fiscal year 2025 submission was finalized more than one month past the reporting deadline. The number of submissions needed to finalize the data ranged from two to 11, and final A2 submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2025 and fiscal year 2024 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity was less than 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. John A. Logan College met the reporting deadline in three of the five years reviewed; the fiscal year 2025 submission was finalized more than one month late, and the fiscal year 2021 submission was finalized half a month past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five, and final AC submissions did not contain any critical errors in two of the five years reviewed; the fiscal year 2025, fiscal year 2024, and fiscal year 2022 submission each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the fiscal year 2022 submission was finalized more than one month late. The number of submissions needed to finalize the data ranged from two to six, and there were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2020 submission contained one critical error. This data was verified by college officials as valid and accurate. John A. Logan 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. John A. Logan 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 ranged between zero percent and less than four percent of records having unknown age across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between 31 percent and 44 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 five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in 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 four of the past five fiscal years; the fiscal year 2022 submission was finalized three days past the reporting deadline. The number of submissions required to finalize these data ranged from one to two. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. John A. Logan College met the submission deadline in one of the past five years reviewed; the fiscal year 2024 submission was finalized nearly five months late, and the fiscal year 2023, 2022, and 2021 submissions were finalized six days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to 14. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. John A. Logan 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 2020 submission was finalized about five months 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 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 John A. Logan College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)** 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:

John A. Logan College appreciates ICCB's recognition of the timeliness and accuracy of most submissions and is committed to continued improvement, particularly in the areas identified. The Institutional Effectiveness and Research (IER) office will lead efforts to ensure all reports are submitted on time, with special attention to the A1 and C3 reports noted in this recommendation.

To support this:

- *__A1 Report:__ IER will closely monitor preparation and submission timelines to ensure on-time completion.*
- *__C3 Report:__ The long-standing challenges associated with the outdated payroll system have been addressed with the transition to ADP in June 2025. Test reports indicate this system will significantly improve the timeliness and accuracy of C1 and C3 submissions, with the first full cycle occurring in July 2026.*
- *__N1 Report (Race/Ethnicity Data):__ Focused efforts will be made to improve data collection for race and ethnicity, particularly for noncredit course enrollments. Registration processes for both credit and non-credit courses will prioritize capturing this information more consistently.*

Through these measures, John A. Logan College is confident it will improve timeliness, accuracy, and completeness of all submissions, in alignment with ICCB's expectations.

<center>**Appendix A**</center>

John A. Logan College (530) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(07/15)***	07/16/24	07/06/23	07/07/22	11/05/21	06/17/20
# Submissions to Final	2	2	1	2	1
Timeliness	1 day late	on time	on time	on time	on time
Duplicated Head Count	218	358	820	711	2847
Unduplicated Head Count	181	276	641	563	2177
# Error Codes in Final Submission	0	1	2	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	1.12 percent	0.85 percent	0.84 percent	4.29 percent
% Unknown Age in Final Submission no value or .	0.00 percent	1.12 percent	0.49 percent	0.84 percent	1.76 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.24 percent	0.00 percent	2.00 percent
% Unknown Ethnicity in Final unknown	31.65 percent	31.28 percent	44.02 percent	34.74 percent	42.99 percent

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(08/01)***	10/11/24	08/16/23	08/16/22	09/21/21	08/06/20
# Submissions to Final	28	6	9	5	6
Timeliness	71 days late	14 days late	15 days late	on time	3 days late
Head Count (total incl. 0 hrs enroll.)	5358	6150	6445	6993	10213
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	5	3	1	1	1
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.26 percent	0.27 percent	0.03 percent	0.02 percent	0.71 percent
% 0 Cumulative GPA in Final Sub.	18.44 percent	23.58 percent	25.00 percent	25.61 percent	37.84 percent
% 0 Cumulative Hours in Final Sub.	6.51 percent	5.50 percent	5.04 percent	5.45 percent	7.39 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	9.72 percent	25.32 percent	41.19 percent	26.04 percent	33.50 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	24.73 percent	19.84 percent	16.09 percent	14.46 percent	13.01 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

* Due 8/02 in FY 24; adjusted to 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(09/01)***	10/11/24	08/02/23	08/15/22	09/21/21	08/05/20
# Submissions to Final	11	2	3	3	3
Timeliness	38 days late	on time	on time	on time	on time
Record Count (duplicate completions)	824	806	720	698	745
Total Number of Completions from A1	N/A	781	701	698	745
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	1	0	0	0
# Critical Errors in Final Submission	1	1	0	0	0
% Records with Errors in Final Sub.	0.61 percent	0.12 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	5.95 percent	6.95 percent	4.44 percent	7.59 percent	4.97 percent

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission (09/01)*	10/08/24	08/16/23	08/16/22	09/23/21	08/07/20
# Submissions to Final	5	7	5	5	3
Timeliness – Data Due	35 days late	on time	on time	on time	on time
Head Count in Final Submission	5358	6150	6445	6993	10213
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	3	4	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 *of Data*	2024	2023	2022	2021	2020
Final Submission – (09/01)*	10/11/24	08/17/23	08/24/22	01/11/22	09/18/20
# Submissions to Final	3	4	4	2	5
Timeliness	38 days late	on time	on time	on time	17 days late
# Error Codes in Final Submission	2	2	1	2	1
# Critical Errors in Final Submission	1	1	0	1	0
% Records with Errors in Final Sub.	0.79 percent	0.05 percent	0.01 percent	0.01 percent	0.02 percent
% Dual Credit in Final	9.70 percent	10.54 percent	10.93 percent	10.02 percent	7.64 percent
% Remedial (PCS 14) in Final	1.75 percent	1.49 percent	1.62 percent	1.55 percent	1.75 percent

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	09/08/23	09/07/22	01/20/22	09/30/20	09/26/19
# Submissions to Final	2	4	6	5	5
Timeliness	on time	on time	36 days late	on time	on time
Head Count in Final Submission	3120	3272	2954	3328	3744
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.16 percent	0.64 percent	0.13 percent	0.15 percent	0.29 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	97.12 percent	97.22 percent	96.92 percent	97.12 percent	97.14 percent

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	09/08/23	09/08/22	09/24/21	09/22/20	09/04/19
Timeliness	on time	on time	on time	on time	on time
Head Count	3120	3272	2954	3328	3744
Discrepancy between E1 & Survey	0	0	0	0	0

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020

Final Submission (11/01)*	09/19/23	09/13/22	12/09/21	10/28/20	10/23/19
Timeliness	on time	on time	on time	on time	on time

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – (11/15)*	11/15/23	10/14/22	12/03/21	10/14/20	10/14/19
# Submissions to Final	2	2	2	2	1
Timeliness	on time	on time	3 days late	on time	on time
# Error Codes in Final Submission	2	3	3	2	2
# Critical Errors in Final Submission	2	3	3	2	2
% Records with Errors in Final Sub.	3.60 percent	6.68 percent	4.70 percent	3.93 percent	3.82 percent
% Unknown Employment Class (8)	3.09 percent	2.48 percent	2.72 percent	2.95 percent	3.15 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 *of Data*	2024	2023	2022	2021	2020
Final Submission – (11/15)*	11/15/23	10/17/22	11/30/21	10/15/20	10/14/19
# 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 *of Data*	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/07/23	12/15/22	01/14/22	12/08/20	01/14/20
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 *of Data*	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/07/23	12/15/22	01/14/22	12/08/20	01/14/20
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 *of Data*	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/08/23	12/15/22	01/14/22	12/09/20	01/14/20
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 *of Data*	2023	2022	2021	2020	2019
Final Submission Varies See Note*	12/08/23	12/15/22	01/14/22	12/08/20	01/14/20
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 *of Data*	2023	2022	2021	2020	2019
Final Submission Varies See Note**	12/08/23	12/15/22	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 *of Data*	2023	2022	2021	2020	2019
Final Submission Varies See Note*	01/30/24	02/09/23	02/01/22	02/01/21	08/04/20
Timeliness	on time	on time	on time	on time	158 days late

*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 *of Data*	2024	2023	2022	2021	2020
Final Submission **(02/15)***	02/02/24	02/03/23	02/08/22	02/04/21	01/27/20
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 *of Data*	2024	2023	2022	2021	2020
Final Submission – **(6/15)***	11/04/24	06/21/23	06/21/22	06/21/21	06/15/20
# Submissions to Final	14	2	2	2	3
Timeliness	140 days late	6 days late	6 days late	6 days late	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	1.87 percent	0.72 percent	2.81 percent	2.33 percent	2.26 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	9.39 percent	0.48 percent	0.00 percent	0.23 percent	0.21 percent
% Unknown Employment Class (8)	2.35 percent	2.18 percent	2.35 percent	2.56 percent	2.67 percent

* Due 06/17 in FY 24 and FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

RECOGNITION REPORT

MORAINE VALLEY COMMUNITY COLLEGE

December 2025

Illinois Community College Board
Recognition Report
For Moraine Valley Community College
December 2025

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Moraine Valley Community College, District 524. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Moraine Valley Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. **Instruction**

   1. **Degrees and Certificates**

      A comparison between Moraine Valley Community College's 2024-2025 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i). No discrepancies between the printed college catalog and the curriculum master file were identified.

      Compliance Recommendation: None.

   2. **Articulation**

      Moraine Valley Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), the Associate in Fine Arts (A.F.A.) in Art and in 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 reviewed the processes for the development, design, assessment, revision, and delivery of the units of instruction and determined that it maintained academic control.

      Academic control is governed by two groups, the Curriculum Development Group (CDG) and the Curriculum Review Team (CRT). Faculty originate new programs and courses as well as program and course modifications. After clearing the proposal with their dean, the

faculty member's proposal goes to the Curriculum Development Group, a committee consisting of a breadth of administrators from across campus as well as the faculty member. The CDG reviews the proposal through the lens of several criteria, especially the college's mission. An approved revised (if necessary) proposal then goes to the CRT for further consideration; the CRT also consists of a number of administrators drawn from across the campus as well as several faculty representatives. A successful proposal is then ready for ICCB and/or HLC approval as necessary.

The institution's catalog provides clear admission requirements and affirms the college's commitment to enrolling any high school graduate or equivalent student with the only exception being space limitation. The catalog also describes placement in detail and provides information on placement tests and exemptions based on SAT or ACT scores, or qualifying transfer coursework. Finally, the catalog clearly delineates program requirements for graduation, as well as the college's general graduation requirements. All of the items detailed in the catalog are consistent with the institution's educational objectives and mission.

Compliance Recommendation: None.

4. **Curriculum**

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

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

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

Compliance Recommendation: None.

5. **Dual Credit**

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

To examine faculty credentials, ICCB utilized the Annual Course submission to select dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review. Of the 479 courses reviewed, 239 were from fiscal year 2023 and 240 were from fiscal year 2024. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal year 2023 and fiscal year 2024, including their credentials.

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

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

Instructors
During fiscal year 2023 and fiscal year 2024, it was reported that 40 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 100 instructors taught career and technical education (1.2) dual credit courses. Staff determined that all instructors appeared to hold the proper qualifications to teach 1.2 dual credit coursework.

Students.
After the review of the college self-study report and the additional audit materials requested by the ICCB, staff determined that all students 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: None.

6. **Assessment Plans**

   The institution has in place a systematic process to assess student learning in each degree and certificate program it offers which is driven by the Board of Trustees' Policy 5420. The college has moved from a five-year review cycle for all programs (including both degrees and certificates) to a two-year review cycle to provide more immediate analysis and opportunities for improvement. The new cycle focuses especially on the college's five Common Learning Outcomes which are embedded throughout the curriculum, as well as program learning outcomes. The review process is led by the Assessment Team which is composed of a mixture of faculty and administrators drawn from across the campus community. The Center for Teaching and Learning provides instruction for faculty on assessment. The review process culminates in the annual Assessment Report which is then disseminated across campus.

   The college makes use of the annual Assessment Report to draft a Learning Improvement Plan for programs and thus allows for a nimble response to changing academic conditions and opportunities. There is a clear expectation that the program review process will lead to tangible improvement in student learning outcomes.

   An additional use of the assessment process is to ensure proper placement of all students upon their enrollment at the college. The annual Assessment Report provides an opportunity for the college to align placement with student readiness. Placement information is found clearly on the Admissions page of the college website as well as more thoroughly in the college catalog, also posted to the website.

   Compliance Recommendation: None.

7. **Student Evaluation**

   Moraine Valley Community 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 Center for Teaching and Learning and its Faculty Development Committee. The Center provides a range of development opportunities including hands-on technological instruction, discipline-specific training, creating and maintaining accessible materials, and pedagogy. The Center also has targeted instruction on AI. The Center for Teaching and Learning provided centralized professional development through face-to-face instruction and self-guided online tutorials. In addition, the Faculty Development Committee reviews full-time faculty requests for off campus opportunities (conferences, etc.) and sabbaticals. The institution provides professional development opportunities for both full-time and adjunct faculty.

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

For one of the faculty listed, it was unclear how they meet the minimum faculty requirements.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. 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: The College agrees that it was unclear how one of the sampled faculty members met the minimum qualifications and will further investigate and remediate this matter. The College will continue to use existing internal controls and identify process improvements to ensure instructors have the minimum qualifications and documented credentials to teach.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Moraine Valley Community College reviewed their Board policy manual, the college catalog, the college's website—specifically the webpage regarding their 'Admissions Office Policies and Forms', and the CAREER Agreement. The college does not participate in any additional cooperative agreements. All items reviewed were provided to the ICCB.

Moraine Valley Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. ICCB staff determined that the college went above its due diligence with regards to the review of cooperative agreements; web links were provided for all pertinent information and pages numbers of documents were provided where necessary. Additionally, the college noted that the CAREER Agreement is now codified into law by way of Public Act 103-0159. The college's website contains accurate and up-to-date information.

Compliance Recommendation: None.

10. Program Review/Results

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

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. **Student Services/Academic Support**

   Part 1A: Advising/Counseling
   Moraine Valley Community College offers a comprehensive and structured advising and counseling program that supports students from initial enrollment through program completion. Services are designed to meet the academic planning, transitional, and career development needs of new and continuing students. Student service offices are open Mondays and Tuesdays from 8:30 a.m. to 6:00 p.m., and Wednesdays, Thursdays, and Fridays from 8:30 a.m. to 5:00 p.m. and extended hours are available during peak times. Advising practices align with institutional policies and applicable state regulations to ensure student success, retention, and goal attainment.

   Compliance Recommendation: None.

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

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

   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: The College accepts this recommendation and will include the cohort loan default rate in the recognition materials in the future. Although the College is not required to publish the cohort default rate on its website under Title IV regulations, the College publishes it on its Types of Student Aid website in accordance with the Department of Defense's Voluntary Education Memorandum of Understanding.

   C: Career Placement
   The Career Services Center provides a range of services, including job placement assistance, career advising, and support for career exploration. Other initiatives include internship fairs, employer focus groups, and on-campus recruitment. The ambassador program features a graduate intern and a student employee who promote career-related events to various classes and clubs on campus. Additionally, the center utilizes social media campaigns, a video brochure, and the College Central Network (CCN) to streamline employer registration for the online job board.

   Compliance Recommendation: None.

D: Support Services

In addition to the core support services, the college provides dedicated resources for veterans, a liaison for students facing housing insecurity or homelessness, and a point of contact for undocumented students. The college also actively works to recruit, support, and increase the participation of students from traditionally underrepresented groups, including minorities, women, and individuals with disabilities. The Coordinator of Student Support Resources oversees ProjectCare63 and works closely with the financial aid office, the on-campus food pantry, and various college departments to effectively identify students who need assistance. In addition, the coordinator serves as the designated Benefits Navigator, helping students determine their eligibility for benefit programs and find support resources both on campus and in the community.

Compliance Recommendation: None.

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

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

Compliance Recommendation: None.

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

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

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

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

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Moraine Valley Community College on June 03, 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 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 15 course sections and 350 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 reviewed on the dual credit population.

The sampled data from the credit hour claim reports agreed with the certified mid-term class lists. Since no errors were found in the sample, the data supports the conclusion that the true population error rate is less than one percent at the 95 percent confidence level.

For the dual credit sample, at least 43 students were identified as high school freshmen or sophomores in the sample of 319 students. This result indicates that the true error rate is somewhere between 9.92 percent and 17.04 percent. The college did explain that a pattern of out-of-range graduation years for high school students was identified in the Fall 2024 semester and remediated in January 2025. Several additional controls were put in place and the college worked with its third-party vendor to improve the coding involved. Nonetheless, an error rate of this magnitude requires further investigation and analysis of dual credit hours claims made in the five-year period.

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. An algorithmic flaw led directly to significant inaccuracies in dual credit hour claims.

Compliance Recommendation: In order to assure the accuracy of the dual credit claim requirements for credit hour claim reporting, the college must assure that processes in place ensure high school freshmen and sophomores are excluded from credit hour claims 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. Credit hour claims reports from the college for fiscal years 2021-2024 were submitted prior to the remediation efforts.

College Response: The College agrees with this finding and accepts the recommendation. The College reviewed graduation years for dual credit students enrolled during FY23 and made batch corrections in our Student Information System, where applicable, in January 2025. The College welcomes the opportunity to further investigate the dual credit errors, including the computation of the financial impact and any payback for the period under review. The College will continue to use existing internal controls and identify process improvements to ensure the accuracy of credit hour claim reporting for dual credit students, including, but not limited to:

- *Conducting data verification during dual credit registration periods to identify and correct out-of-range graduation years.*
- *Implementing random sampling and data validation methods to verify third-party vendor logic accuracy.*
- *Holding weekly cross-departmental meetings to review data integrity and communication processes.*
- *Creating a Senior Data Quality Analyst position to strengthen oversight of dual credit data quality and a Data Governance Committee to oversee data management and protection across campus.*

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. Residency classifications were documented and determined to be accurate.

110 ILCS 805/6-4 was revised by Public Act 102-800, effective May 13, 2022, to address active duty and certain military veterans. Specifically, if a person is on active duty or is an individual entitled to assistance as described in 38 U.S.C. 3679(c), then the board shall deem that person an in-district resident for tuition purposes.

The college had complied with provisions regarding students who are members of the armed services (military) by recognizing them as in-district and they were given the 30-day waiver; however, the documentation was not entirely clear. The college has updated the catalog and other documentation to accurately communicate this eligibility to those students.

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

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

Compliance Recommendation: None.

2. Financial Planning

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

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

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

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For fiscal years 2021 through 2024, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

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

There were seven findings noted over the four-year period. The CAP for each finding was provided and appears to be adequate.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan.

The college updates capital needs annually so that those needs can be addressed in the annual budgeting process. A new facilities master plan and an engineering report with software to better track upcoming costs are planned for the near future.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

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

Compliance Recommendation: None.

5. Employee Contracts

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

According to 110 ILCS 805/3-70, employment contracts must be transparent. Actions such as performance-based bonuses, incentive-based compensation, and final actions of the employment contract must be made during an open board meeting, approved by the board, and made available to the public. Board minutes, board packets, and annual performance criteria and goals must be made available to the public on the district's official website.

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

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

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

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements
The latest five years of Illinois Community College Board data submissions by Moraine Valley Community College were reviewed—generally this includes fiscal years2021-2025 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are 14 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2025 is up to $71,545 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Moraine Valley Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2025 submission was finalized nearly one month late, and the

fiscal year 2024 submission was finalized 19 days past the reporting deadline. The submissions took between three and 11 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 15 percent and 18 percent. The proportion of records with Pell Recipient was about 20 percent and 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. Moraine Valley Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to seven, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than nine 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. Moraine Valley Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2025 submission was finalized more than three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2023 and fiscal year 2021 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from three to nine, and there were no critical errors in the final submissions in five of the five years reviewed. Moraine Valley Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There has been consistency between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Moraine Valley Community College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2024 submission was finalized one year late, and the fiscal year 2023 submission was finalized four days 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 59 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 2025 submission was finalized three days late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in 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. Moraine Valley Community College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Moraine Valley Community College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in three of the three years reviewed for the Native American Employment Plan Survey. The Hispanic Employment Plan Survey met the reporting deadline in four of five years reviewed; the fiscal year 2025 submission was one day late. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in three of the four years reviewed; the fiscal year 2023 submission was finalized three days late. In fiscal year 2025, ICCB discontinued the collection of the Underrepresented Groups Report, as it was replaced by the Equity Plans.

Compliance Recommendation: None.

Advisory Recommendations: 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 Moraine Valley Community College.

College Response: The College agrees with this finding and will continue to timely, accurately, and completely file all data submissions.

Appendix A
Moraine Valley Community College (524) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(07/15)***	07/15/24	07/17/24	07/19/22	11/10/21	07/15/20
# Submissions to Final	10	4	4	3	3
Timeliness	on time	366 days late	4 days late	on time	on time
Duplicated Head Count	8018	7440	2465	1854	8998
Unduplicated Head Count	2533	2558	1516	1313	3107
# Error Codes in Final Submission	3	2	1	1	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.15 percent	0.20 percent	0.69 percent	1.02 percent	0.31 percent
% Unknown Age in Final Submission no value or .	0.09 percent	0.15 percent	0.69 percent	1.02 percent	0.26 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	20.90 percent	33.64 percent	52.41 percent	58.79 percent	32.93 percent

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(08/01)***	08/28/24	08/21/23	08/01/22	09/22/21	08/03/20
# Submissions to Final	11	5	5	3	7
Timeliness	27 days late	19 days late	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	18510	18326	18817	18100	21456
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	3	1	0	1

# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.03 percent	0.08 percent	0.06 percent	0.00 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	9.64 percent	9.60 percent	8.92 percent	7.43 percent	9.48 percent
% 0 Cumulative Hours in Final Sub.	9.65 percent	9.60 percent	8.92 percent	7.43 percent	9.48 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	17.97 percent	17.10 percent	16.54 percent	15.03 percent	18.19 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	20.71 percent	19.97 percent	18.46 percent	20.57 percent	20.86 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	1.87 percent	1.59 percent	1.39 percent	0.66 percent	2.70 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 *of Data*	2024	2023	2022	2021	2020
Final Submission – **(09/01)***	08/28/24	08/02/23	08/29/22	09/23/21	08/27/20
# Submissions to Final	2	1	7	3	3
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	3481	3636	5315	3381	3235
Total Number of Completions from A1	N/A	3369	4921	3098	3030
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity in Final unknown	7.38 percent	8.42 percent	8.05 percent	7.96 percent	7.23 percent

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission **(09/01)***	09/03/24	08/21/23	08/11/22	09/23/21	08/27/20
# Submissions to Final	1	3	5	4	4
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	18510	18326	18817	18100	21456
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	2	0	0	4
# 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 *of Data*	2024	2023	2022	2021	2020
Final Submission – **(09/01)***	09/26/24	08/21/23	08/19/22	12/20/21	08/24/20
# Submissions to Final	2	3	4	6	3
Timeliness	23 days late	on time	on time	on time	on time
# Error Codes in Final Submission	1	0	1	0	1
# Critical Errors in Final Submission	0	0	1	0	1
% Records with Errors in Final Sub.	0.01 percent	0.00 percent	0.18 percent	0.00 percent	0.01 percent
% Dual Credit in Final	9.09 percent	8.56 percent	8.46 percent	6.11 percent	5.93 percent
% Remedial (PCS 14) in Final	6.26 percent	5.39 percent	5.90 percent	6.27 percent	8.85 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – (10/01)*	09/23/24	10/02/23	09/28/22	12/08/21	09/29/20
# Submissions to Final	5	9	3	6	4
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	11296	11144	10511	10578	11026
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	2	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.07 percent	0.05 percent	0.04 percent	0.01 percent	0.64 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	98.72 percent	100.00 percent	98.84 percent	98.78 percent	99.89 percent

* Due 10/02 in FY 24; 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – (10/01)*	09/24/24	10/02/23	09/29/22	09/27/21	09/28/20
Timeliness	on time	on time	on time	on time	on time
Head Count	11296	11144	10511	10578	11026
Discrepancy between E1 & Survey	0	0	0	0	0

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission (11/01)*	11/04/24	10/26/23	10/07/22	12/07/21	10/21/20
Timeliness	3 days late	on time	on time	on time	on time

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(11/15)***	11/11/24	11/07/23	10/05/22	11/23/21	09/28/20
# Submissions to Final	2	2	3	4	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	2	3	2
# Critical Errors in Final Submission	2	2	2	3	2
% Records with Errors in Final Sub.	2.81 percent	3.88 percent	10.87 percent	9.38 percent	6.22 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(11/15)***	11/15/24	11/07/23	10/03/22	11/04/21	10/02/20
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	12/06/23	12/15/22	01/11/22	11/13/20
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	12/06/23	12/15/22	01/12/22	11/13/20
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	12/06/23	12/15/22	01/12/22	11/13/20
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/13/24	12/06/23	12/15/22	01/12/22	11/13/20
Timeliness	1 day late	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note**	12/12/24	12/06/23	12/15/22	N/A*	N/A*
Timeliness	on time	on time	on time	N/A*	N/A*

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
** Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020

Final Submission Varies See Note*	N/C**	02/01/24	02/13/23	01/31/22	02/01/21
Timeliness	N/C**	on time	3 days late	on time	on time

*Due 02/01 in FY 24; 02/10 in FY23; 02/01 in FY22; 02/02 in FY 21
**Discontinued starting FY 25

Spring Semester Enrollment Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission (02/15)*	02/13/25	02/14/24	02/13/23	02/14/22	02/12/21
Timeliness	on time	on time	on time	on time	on time

*Due 02/17 in FY 25

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – (6/15)*	06/13/24	06/15/23	06/15/22	06/14/21	06/01/20
# Submissions to Final	2	3	4	2	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	0.87 percent	4.51 percent	3.61 percent	2.53 percent	2.59 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	5.66 percent	4.59 percent	9.57 percent	9.61 percent	5.43 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

* Due 06/17 in FY 24 and FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

RECOGNITION REPORT

SPOON RIVER COLLEGE

December, 2025

Illinois Community College Board
Recognition Report
For Spoon River College
December 2025

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Spoon River College, District 534. 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 Spoon River 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 Spoon River College's 2024-2025 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i). No discrepancies between the printed college catalog and the curriculum master file, for which the college has not provided an explanation, were identified.

        Compliance Recommendation: None.

    2. **Articulation**

        Spoon River College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

        Compliance Recommendation: None.

    3. **Academic Control**

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

        All new programs, new courses, and program modifications are under the purview of the Academic Services Department. All new programs and courses go through the Curriculum Committee, and if approved there, to the College Senate, comprised of a faculty majority

as well as administrative, professional staff, and classified staff representatives. Final approval rests with the institution's Board of Trustees.

Spoon River College maintains an 'open door' admission policy that provides access to higher education for those individuals who can benefit from its programs and courses. The institution's admissions policy and procedures are consistent with its stated educational objectives.

Placement information is provided both in the catalog and on the college's website. Some information, such as the chart detailing how the college accepts Advanced Placement credits, is found only on its website. Placement policies, procedures, and requirements are consistent with its stated educational objectives.

Graduation requirements are stated clearly on the website and in the catalog (pp. 57-68), and program requirements for successful completion and graduation are found throughout the catalog. The institution's graduation policy and procedures are consistent with its stated educational objectives.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Spoon River 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 Spoon River College's 2025 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rule, Section 1501.313. ICCB staff reviewed the college's self-evaluation, faculty credential data from the ICCB Annual Course submission, and student qualification data.

To examine faculty credentials, ICCB utilized the Annual Course submission to select dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review. Of the 158 courses reviewed, 78 were from fiscal year 2024 and 80 were from fiscal year 2025.

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

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

Instructors
During fiscal year 2024 and fiscal year 2025, it was reported that 69 instructors taught transfer (1.1) dual credit courses. Of these instructors, six did not appear to have the required 18 graduate hours in the discipline being taught and one did not have a master's degree. Based upon the college's self-evaluation, these instructors may be underqualified to teach 1.1 dual credit courses.

Additionally, it was reported that 25 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 16 did not appear to have the required 2,000 hours of work experience appropriate for the field of instruction. Based on the college's self-evaluation, these instructors may be underqualified to teach 1.2 dual credit coursework.

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

Students
After the review of the college self-study report and the additional audit materials requested by the ICCB, staff determined that most students met the required placement test score and/or prerequisite coursework. There were 10 students in fiscal year 2023 and 15 students in fiscal year 2024 who were required to take a prerequisite course prior to enrolling in the

course selected. However, the student information was incomplete. ICCB staff could not determine what prerequisite courses were taken by these students.

Please refer to the supplemental document titled, "5a-f Underqualified Dual Credit Faculty and Students."

Course Offerings and Requirements

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

Compliance Recommendation 1: In order to be in compliance with 23 Ill. Adm. Code 1501.313(2)(A) and (2)(E), all dual credit instructors must have adequate credentials to teach the courses they are assigned. Our finding is based on the information the college provided. As such, we do not at present have evidence to conclude some instructors were qualified to teach the dual credit courses reviewed. Please review the additional information in the supplemental document and provide appropriate evidence.

Compliance Recommendation 1: In order to be in compliance with 23 Ill. Adm. Code 1501.313(a)(4) and (a)(6), the college must ensure all students who are taking dual credit coursework meet all necessary prerequisites and minimum requirements for passing any applicable placement exam(s). Please review the additional information in the supplemental document and provide appropriate evidence.

College Response:

Compliance Recommendation 1 Response:

In response to this Compliance Recommendation, the college further reviewed the submitted information and credentials. In most cases, college staff found that more specific information was needed for the ICCB's evaluation. Therefore, the supplemental document has been updated with more specific information for those dual credit instructors identified by ICCB Staff as needing additional information. The document has been provided directly to ICCB. Spoon River College remains committed to ensuring that all faculty have adequate credentials to teach both 1.1 and 1.2 courses. In addition, all dual credit instructors are required to meet the same academic credential requirements as faculty teaching on campus.

Compliance Recommendation 2 Response:
In response to this Compliance Recommendation, the college updated the supplemented document with more specific information for each student and provided additional information as required. The document has been provided directly to ICCB. All students within the sample met all necessary prerequisites and/or minimum placement requirements as outlined in the college's policies. Spoon River College remains committed to ensuring

that all students meet all necessary prerequisites and minimum requirements for placement exams.

6. **Assessment Plans**

The institution has a system in place for General Education course assessment that involves wide faculty participation, data collection (employing Canvas Outcomes), data analysis, and efforts to "close the loop" on identified issues. Assessment data is reported to the faculty once per year in August which provides the faculty the opportunity to discuss measures to address instructional and student learning gaps. The institution did not include how those discussions are then included in the assessment regime to ensure that they are incorporated into instructional design. Also, it is unclear how the college systematically assesses the rest of the curriculum. For example, how are programs assessed systematically using collected data? There is a brief description of wider curriculum assessment in the catalog (p. 42), but no inclusion of how the assessment pieces are data driven or systematic.

The institution publishes its placement policies and procedures in its catalog (pp. 41-42) and on its website. Review of the placement polices and procedures is conducted by a combination of the administration, staff, and faculty. The college uses multiple measures to make placement decisions, and any changes to placement policy is approved through the college's governance policy. However, there is no clear indication that the institution is using data analysis as part of its review process.

Compliance Recommendation: None.

Advisory Recommendation: Spoon River College should show more use of data collection and analysis in both its assessment and placement practices.

College Response:

Spoon River College appreciates this advisory recommendation and agrees that strengthening data collection and analysis across assessment and placement practices will enhance institutional effectiveness and student learning outcomes.

The College will continue to refine its assessment process to ensure that faculty discussions are explicitly connected to measurable action steps and incorporated into the College's practices and procedures. As part of this refinement, the college will engage in "closing the loop" faculty training to enhance understanding and buy-in to our assessment practices and data use.

Regarding placement practices, the College will incorporate more structured data analysis into its periodic review of placement policies. This will include monitoring student success in gateway courses, evaluating the predictive validity of multiple measures used in placement decisions, and documenting findings and resulting policy adjustments through the governance process.

These enhancements will ensure consistent, data-informed assessment and placement practices that support student success and continuous improvement across all academic areas.

7. Student Evaluation

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

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

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

The college maintains resources for professional development activities through the Director of Academic Support and its Learning Resource Center. The college provides a range of professional development opportunities both through its online Faculty Support Site and in person. A New Faculty Academy targets support for new faculty. All development opportunities are accessible.

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

- 27 faculty were missing the documentation of credentials required by the ICCB, in whole or in part.

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

As soon as the college was made aware of the missing faculty transcript upload, the issue was rectified. The transcript file was reuploaded, and the transcripts were reviewed by the ICCB staff. After the ICCB review, the number of faculty members who needed additional information to document their qualifications was reduced to six. Four faculty members simply needed an updated or additional transcript. Of the two remaining issues, one involves a dual credit instructor at a district high school, and the college will require the instructor to enter a professional development plan to complete the missing discipline credit hours. The other faculty member will no longer be teaching in the identified programs. Spoon River College remains committed to recruiting, hiring, and retaining both full-time and part-time qualified faculty. A more stringent review of all qualifications will be conducted on an ongoing basis.

9. **Cooperative Agreements and Contracts**

As part of the recognition review for standard 9, Cooperative Agreements, Spoon River College reviewed their cooperative agreement process, including a review of the website and college catalog. The college participates in the CAREER Agreement and three additional cooperative agreements with various community colleges. During review, it was noted that one existing cooperative agreement was outdated and could not be located on file; the college plans to remove that agreement in the fall of 2025.

ICCB review findings: Upon review, the ICCB's findings matched those of the college. Spoon River College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college's website provides students with information about the Agreement. Upon review of the website, the college noted that there is not a list of the participating institutions and added

the information to the website. Additionally, the college noted that it plans to also include the information in the next rendition of the college catalog.

Spoon River College also included copies of the cooperative agreements it has with Illinois Central College, Black Hawk College, and Carl Sandburg College. It is unclear if these cooperative agreements have been approved by the ICCB.

All other indicators of compliance and quality were met.

Compliance Recommendation: None.

Advisory Recommendation: It is recommended that Spoon River College submit the cooperative agreements it shares with the aforementioned colleges to the ICCB for formal approval.

College Response:

Spoon River College acknowledges the advisory recommendation regarding cooperative agreements. The College will take steps to update and submit existing and future cooperative agreements to the ICCB for formal approval. Spoon River College remains committed to maintaining full compliance with ICCB requirements and to ensuring that all cooperative agreements are current, accurate, and properly documented.

10. Program Review/Results

After reviewing Spoon River 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
Spoon River College offers a comprehensive and structured advising and counseling program that supports students from initial enrollment through program completion.

Services are designed to meet the academic planning, transitional, and career development needs of new and continuing students. Advising practices align with institutional policies and applicable state regulations to ensure student success, retention, and goal attainment.

Compliance Recommendation: None.

B: Financial Aid

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

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:

Spoon River College currently has a 0% cohort default rate, due to the Federal Student Loan payment pause enacted by Congress during the COVID-19 Pandemic. Future cohort default calculation estimates will be provided by the Department of Education early next year and reviewed by the college. Ongoing delinquent borrower outreach continues as part of the financial aid department's objectives to maintain a low cohort default rate. When available, the current loan default rate will be included in future reports.

C: Career Placement

The Career Services Center provides a range of services to support students throughout their career journeys, including job placement assistance, career counseling, and resources for career exploration. Additional initiatives feature internship fairs, employer focus groups, and on-campus recruitment events.

Starting in the spring 2025 semester, the center will introduce an Employability Skills Academy, a free and open program for anyone interested in learning how to conduct a successful job search. The sessions will cover topics such as customer service, business etiquette, interviewing tips, and how to write effective resumes and cover letters.

Furthermore, the center enhances its outreach through social media campaigns, a video brochure, and the College Central Network (CCN), which helps streamline the employer registration process for the online job board.

Compliance Recommendation: None.

D: Support Services

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

Compliance Recommendation: None.

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

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

Compliance Recommendation: None.

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

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

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

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

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Spoon River College on June 17, 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 15 course sections and 163 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 reviewed on the dual credit population.

The sampled data from the credit hour claim reports agreed with the certified mid-term class lists. Since no errors were found in the sample, the data supports the conclusion that the true population error rate is less than 1 percent at the 95 percent confidence level.

For the dual credit sample, 14 students were identified as high school freshmen or sophomores that were most likely claimed for reimbursement in the sample of 107 students. In audit terms, at a confidence level of 95 percent, the actual error rate for claiming dual credit students would appear to fall within the range of 6.69 percent to 19.47 percent. A potential error rate of this magnitude requires further investigation and analysis of dual credit hours claims made in the five-year period.

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.

Compliance Recommendation: In order to assure the accuracy of the dual credit claim requirements for credit hour claim reporting, the college must assure that processes in place ensure high school freshmen and sophomores are excluded from credit hour claims 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 data sampled included a period (FY23) during which ICCB identified a state-wide issue: many colleges were incorrectly classifying dual credit students as high school freshmen and sophomores. These students were not being marked as "in-district non-reimbursable." This occurred due to (1) a lack of awareness of the freshman/sophomore restriction, as it was not clearly outlined in the manual at that time, and (2) the absence of high school grade-level indicators within our enterprise-wide data system, which does not specify whether a student is a freshman, sophomore, junior, or senior.

Once the issue was identified, the college implemented the use of involvement records coded "DCFR" (freshman) and "DCSO" (sophomore). Additional coding was added to ensure that any student with one of these involvement records is automatically assigned an "in-district non-reimbursable" status during normal processing, while still being accurately designated as dual credit or dual enrollment. Prior submissions for FY22 and FY23 have been reviewed, all affected high school freshmen and sophomores have been correctly reclassified, and all associated credit hours have been recertified. The underlying code supporting this process can be provided upon request.

All subsequent submissions have been reviewed and approved by ICCB staff, including confirmation from Jana Ferguson.

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. Most residency classifications were documented and determined to be accurate.

The review determined that the residency documentation was missing elements of residency policy prescribed under regulations. The college has since updated its residency policy to incorporate the previously missing areas.

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

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

Compliance Recommendation: None.

2. **Financial Planning**

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

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

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

Compliance Recommendation: None.

3. **Financial Compliance Annual External Audit**

For fiscal years 2022 through 2025, 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 five findings noted over the four-year period. The CAP for each finding was provided and appears to be adequate.

Compliance Recommendation: None.

4. **A & B Facilities**

A. **Approval of Construction Projects**

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. In April 2025, the college approved a comprehensive facility assessment. The assessment provides essential data, analysis, and current state of facilities.

Compliance Recommendation: None.

B. **Facilities Data Submissions:**

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

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

Compliance Recommendation: None.

5. **Employee Contracts**

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

According to 110 ILCS 805/3-70, employment contracts must be transparent. Actions such as performance-based bonuses, incentive-based compensation, and final actions of the employment contract must be made during an open board meeting, approved by the board, and made available to the public. Board minutes, board packets, and annual performance criteria and goals must be made available to the public on the district's official website.

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

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

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

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by Spoon River College were reviewed—generally this includes fiscal years 2021-2025 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. <u>Timeliness is based on the date of the final submission</u>, 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 2025 is up to $71,545 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Spoon River College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Spoon River College officials have met ICCB deadlines for nearly all submissions. Overall, Spoon River 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

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. Spoon River College's A1 submission met the reporting deadline in each of the past five fiscal years. The submissions took between one and four submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about three percent across the five years reviewed. The proportion of records with Pell Recipient decreased to 24 percent in fiscal year 2025 from 32 percent in fiscal year 2021. The proportion of records with Subsidized Stafford Recipient decreased to six percent in fiscal year 2025 from 13 percent in fiscal year 2021. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years.

There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Spoon River College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to four, and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent over the five years studied with no unknown Race/Ethnicity in four of the five years reviewed; in fiscal year 2021, the proportion of records with unknown Race/Ethnicity was less than one percent. 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. Spoon River 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 two, 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 each of the past five years. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions in five of the five years reviewed. Spoon River 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. Spoon River College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent 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 Race/Ethnicity ranged between zero percent and 39 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 each of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2021 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 three of the past five fiscal years; the fiscal year 2023 submission was finalized two days late, and the fiscal year 2022 submission was finalized one day past the reporting deadline. The number of submissions required to finalize these data ranged from two to five. 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. Spoon River College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one to two. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in four of the four years reviewed. In fiscal year 2025, ICCB discontinued the collection of the Underrepresented Groups Report, as it was replaced by the Equity Plans.

Compliance Recommendation: None.

Advisory Recommendations: Nearly all data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Spoon River College.

College Response:

Spoon River College appreciates the ICCB's acknowledgment of our timely, accurate, and complete data submissions. We remain committed to maintaining high standards of reporting and compliance. The College will continue to prioritize accuracy, responsiveness, and transparency in all future submissions.

Appendix A
Spoon River College (534) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(07/15)***	07/09/24	07/13/23	07/07/22	11/10/21	07/14/20
# Submissions to Final	1	1	1	3	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	1018	820	988	838	1003
Unduplicated Head Count	709	661	756	586	869
# 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.	1.67 percent	2.07 percent	0.30 percent	0.60 percent	1.50 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 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	0.00 percent	29.51 percent	38.66 percent	0.00 percent	0.00 percent

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(08/01)***	07/31/24	07/27/23	07/25/22	09/28/21	07/27/20
# Submissions to Final	3	2	1	4	1
Timeliness	on time	on time	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	1743	1757	1699	1735	2016
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.05 percent	0.00 percent	0.05 percent	0.05 percent	0.44 percent
% 0 Cumulative GPA in Final Sub.	16.47 percent	16.85 percent	14.13 percent	11.30 percent	13.84 percent
% 0 Cumulative Hours in Final Sub.	13.14 percent	12.52 percent	10.24 percent	8.99 percent	10.32 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	2.47 percent	3.64 percent	4.30 percent	2.13 percent	3.67 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	24.15 percent	25.38 percent	27.60 percent	29.39 percent	31.75 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	5.68 percent	5.86 percent	7.89 percent	10.37 percent	13.24 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 *of Data*	2024	2023	2022	2021	2020
Final Submission – **(09/01)***	08/27/24	08/22/23	08/24/22	09/28/21	08/06/20
# Submissions to Final	1	1	2	4	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	614	638	567	615	483
Total Number of Completions from A1	N/A	610	545	567	449
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	1	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	0.33 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.41 percent

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission **(09/01)***	08/27/24	08/22/23	08/25/22	09/02/21	07/30/20
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1743	1757	1699	1735	2016
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	0	0	0
# 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 *of Data*	2024	2023	2022	2021	2020
Final Submission – **(09/01)***	08/27/24	08/22/23	08/25/22	11/22/21	08/10/20
# Submissions to Final	2	1	2	2	1
Timeliness	on time	on time	on time	on time	on time
# 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
% Dual Credit in Final	16.95 percent	17.69 percent	13.72 percent	12.52 percent	10.99 percent
% Remedial (PCS 14) in Final	1.80 percent	2.40 percent	3.38 percent	3.15 percent	3.70 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021

Final Submission – **(10/01)***	09/23/24	09/18/23	09/26/22	11/18/21	09/23/20
# Submissions to Final	2	1	2	1	2
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1247	1225	1212	1273	1239
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	0	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.08 percent	0.00 percent	0.08 percent	0.23 percent	0.00 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	95.35 percent	95.92 percent	94.97 percent	94.89 percent	94.92 percent

* Due 10/02 in FY 24; 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(10/01)***	09/23/24	09/19/23	09/30/22	09/24/21	09/24/20
Timeliness	on time	on time	on time	on time	on time
Head Count	1247	1225	1212	1273	1239
Discrepancy between E1 & Survey	0	0	0	0	0

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission **(11/01)***	10/21/24	10/25/23	10/25/22	12/07/21	10/26/20
Timeliness	on time	on time	on time	on time	on time

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**

Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(11/15)***	11/15/24	11/15/23	10/19/22	12/01/21	10/05/20
# Submissions to Final	5	4	3	3	2
Timeliness	on time	on time	2 days late	1 day late	on time
# Error Codes in Final Submission	2	3	3	3	3
# Critical Errors in Final Submission	1	2	2	3	2
% Records with Errors in Final Sub.	7.98 percent	5.88 percent	8.19 percent	6.74 percent	8.38 percent
% Unknown Employment Class (8)	8.45 percent	6.95 percent	7.65 percent	2.45 percent	2.40 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(11/15)***	11/12/24	10/20/23	09/22/22	11/10/21	09/23/20
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	12/06/23	11/30/22	01/11/22	11/10/20
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2024	2023	2022	2021	2020

Final Submission Varies See Note*	12/12/24	12/06/23	11/30/22	01/11/22	11/10/20
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	12/07/23	12/05/22	01/11/22	11/10/20
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	12/06/23	11/30/22	01/11/22	11/10/20
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note**	12/12/24	12/06/23	11/30/22	N/A*	N/A*
Timeliness	on time	on time	on time	N/A*	N/A*

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
** Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	N/C**	01/11/24	02/08/23	01/31/22	01/29/21
Timeliness	N/C**	on time	on time	on time	on time

*Due 02/01 in FY 24; 02/10 in FY23; 02/01 in FY22; 02/02 in FY 21
**Discontinued starting FY 25

Spring Semester Enrollment Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission **(02/15)***	02/04/25	02/07/24	02/06/23	02/09/22	02/17/21
Timeliness	on time	on time	on time	on time	2 days late

*Due 02/17 in FY 25

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(6/15)***	06/17/24	06/14/23	06/14/22	06/08/21	06/04/20
# Submissions to Final	2	2	2	2	1
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	1	1	1	1	1
% Records with Errors in Final Sub.	10.04 percent	5.28 percent	10.40 percent	5.91 percent	7.00 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	0.84 percent	0.00 percent	7.24 percent	0.49 percent	0.00 percent
% Unknown Employment Class (8)	9.62 percent	11.01 percent	8.60 percent	1.97 percent	2.00 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
December 5, 2025

Minutes of the
Illinois Community College Board
Work Session

Kaskaskia College
Lifelong Learning Center
Room LC114/LC115
27210 College Road
Centralia, IL 62801

September 25, 2025

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the September 25, 2025, work session as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Sylvia Jenkins called the Board meeting to order at 9:30 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Craig Bradley, Marlon McClinton, Mara Botman, George Evans, and Larry Peterson. An-Me Chung, Teresa Garate, Lisa Dziekan, and Allison Meese were not in attendance. A quorum was declared.

Item #2 - Announcements and Remarks by Board Chair

Dr. Jenkins welcomed everyone to our Working session. The Board began the day with a press conference at Kaskaskia College at 1:00p to celebrate the 60th Anniversary of the IL Community College System as well as the 85th Anniversary of Kaskaskia College. The group then toured the Kaskaskia College campus. It is so important to spread the message about community colleges, and the system's 60th anniversary is one key way to do that. On behalf of the Board, Dr. Jenkins thanked Board member Evans and the staff of Kaskaskia College for hosting the ICCB events.

There are three major items on the agenda. The first is an update on the federal environment by Amanda Fuchs Miller, former Deputy Assistant Secretary at the Department of Education. Amanda is now working with the agency to help sort through all the different types of information coming out of Washington that affects community colleges across the country and Illinois.

Dr. Brian Durham will then give the Board an update on the work of the Community College Funding Working Group that was convened last year.

Finally, the board will go over the three Board goals, offer any potential edits, and prepare those for a vote during the Board meeting on September 26th.

Chair Jenkins ended her comments by encouraging the Board members and staff to ask questions and have discussions throughout the presentations.

Item #3 - Understanding the Federal Environment for Community Colleges

Amanda Fuchs Miller, president of Seventh Street Strategies and former Deputy Assistant Secretary at the Department of Education, presented on navigating the current federal policy landscape. She shared

information about the current federal grant funding landscape and policy changes impacting community colleges.

****

At this time, the Board took a break at 5:26 p.m. and returned at 5:31 p.m.

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Item #4 - Technical Modeling Working Group Update

In June of 2024, the ICCB directed the Executive Director to convene the Adequacy and Equity in Community College Working Group whose purpose was to examine the existing funding mechanisms—base operating and equalization, and to consider areas of improvement for these formulas. In March of 2025, the Working Group produced a report that included five recommendations for the Board to more thoroughly consider. These five recommendations are below:

- ➢ **Recommendation 1**: Conduct comprehensive analyses to address key funding challenges and inform the future development of data-informed solutions.

- ➢ **Recommendation 2**: Establish a base funding amount that provides each district with a foundational level of operational support.

- ➢ **Recommendation 3**: Adopt an equity-driven funding approach that provides districts with adequate resources aligned to their students' needs, supported by targeted investments to improve outcomes while allowing districts the flexibility to determine the best strategies for implementation.

- ➢ **Recommendation 4**: Evaluate and enhance the existing equalization formula and identify solutions to address factors that lead to wide disparities from year to year, enabling greater predictability and stabilization.

- ➢ **Recommendation 5**: Analyze existing dual credit funding structures and mechanisms to explore opportunities for greater consistency and alignment across the system.

Subsequent to the report, the agency formed three working groups across the five recommendations, with each charged with modeling scenarios across the five recommendations. The Base Operating Technical Modeling Group has focused specifically on Recommendation 2 and 3. The Equalization Technical Modeling Group has focused specifically on Recommendation 4. The Dual Credit Policy and Technical Modeling Group will focus on Recommendation 5. Executive Director Durham provided a status update on each of the Technical Modeling Groups.

Item #5 - Board Goals Review & Affirmation

Every year the Board considers potential changes to the Board Goals during the retreat or similar session, prior to voting to affirm the goals at its September Board meeting. During this portion of the working session, the Board considered any potential changes. The current approved goals are:

> 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.

Item #6 – Adjournment

Larry Peterson made a motion, which was seconded by Maureen Banks, to adjourn the work session at 6:03 p.m.

The motion was approved via unanimous voice vote.

Minutes of the
467th Meeting of the
Illinois Community College Board

Kaskaskia College
Lifelong Learning Center
Room LC114/LC115
27210 College Road
Centralia, IL 62801

September 26, 2025

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 26, 2025, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum
Chair Sylvia Jenkins called the Board meeting to order at 9:30 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Craig Bradley, An-Me Chung, Marlon McClinton, Mara Botman, George Evans, Allison Meese, and Larry Peterson. Lisa Dziekan attended virtually and was voted into the meeting after roll call. Teresa Garate was not in attendance. A quorum was declared.

****

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

Chicago, IL due to a work conflict

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

Mara Botman made a motion, which was seconded by George Evans, to allow Board member Lisa Dziekan to participate in today's Board meeting virtually.

A voice vote was taken with the following results:

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

The motion was approved.

****

Item #2 - Announcements and Remarks by Board Chair

Chair Sylvia Jenkins welcomed everyone to the Board Meeting. Chair Jenkins stated that this meeting was her first official board meeting as Chair. Dr. Jenkins thanked Governor Pritzker and Deputy Governor Torres for their confidence in asking her to serve as the Board Chair. She went on to acknowledge the 10 years of service that Dr. Laz Lopez served as the Chair of the Board and appreciate his leadership throughout that time. Dr. Lopez will be attending the December Board meeting to be formally honored by the Board.

Dr. Jenkins welcomed the new student Board Member, Alison Meese, from Lakeland College. Allison Meese is a sophomore in the Ag Transfer program at Lake Land College. She is planning to transfer to Oklahoma State University for a bachelor's in agriculture education. Allison is from Robinson, Illinois, where her family raises and shows boer goats. At Lake Land, she is involved in Student Government, Student Activity Board, Ag Transfer Club, Collegiate, Farm Bureau, and competes in Professional Agriculture Student competitions.

Chair Jenkins ended her report by stating that the board held a work session in the evening of September 25th. They heard a presentation from Amanda Fuchs Miller, former Deputy Assistant Secretary at the Department of Education about the current federal environment. It is important that the Board remembers that during these tough times, community colleges continue to serve their students and meet the needs of their communities. Colleges educate a significant portion of the current, future and workforce, serving as key producers of local talent and providers of workforce training. They do this through deep engagement with employers and their support for multiple industry sectors simultaneously. They do this through robust transfer connections to universities throughout the state and by supporting their students in so many diverse ways—whether that be through financial aid support, counseling, food pantries, engagement, and of course, through talented faculty.

> **Item #2.1 - Affirming the Board Goals for FY2026**
> Larry Peterson made a motion, which was seconded by Maureen Banks, to approve the following motion:
>
> > The Illinois Community College Board hereby approves and affirms the continuation of the existing Board Goals for FY2026.
>
> The motion was approved via unanimous voice vote. Student Advisory vote: yes.

Item #3 - Welcoming Remarks from Mr. George Evans, President, Kaskaskia College

Mr. George Evans welcomed everyone to Kaskaskia College. He thanked the Board members and staff for attending the press conference and tour of the main campus yesterday afternoon before the Board work session. Not only is the community college system celebrating their 60th Anniversary, but Kaskaskia College is also celebrating their 85th Anniversary this September, marking over eight decades of educational service to South Central Illinois. The celebration will include a free event on September 27, featuring activities, food trucks, and opportunities for alumni and community members to connect and make new memories. The college has grown significantly, serving 9,800 students annually and adapting its programs to meet the region's evolving workforce needs.

Item #4 - Board Member Comments

There were no comments.

> **Item #4.1 - IBHE Report**
> Chair Jenkins stated the meeting took place on Wednesday, August 13 at the Eastern Illinois University. The Board heard a Federal Policy and Budget Update from Tom Harnisch, Vice President for Government Relations, State Higher Education.

They also heard an Adequate and Equitable Funding update from Mike Abrahamson, Director of Policy and Research, The Partnership for College Completion, Cherita Ellens, President and CEO, Women Employed, and Kelsey Bakken, Director of Policy, Advance Illinois. The next meeting will be Wednesday, November 12, at Elgin Community College in Elgin.

Chair Jenkins ended her report by stating now that she has taken on the role of ICCB Chair, Board member Mara Botman has accepted the position as the ICCB liaison to the IBHE board. All future updates will be given by her.

Item #5 - Executive Director Report
Dr. Brian Durham stated the Board and staff had a wonderful time touring the college and had a very successful work session the day before. The agency is now providing the Governor's Office quarterly reports which includes activities at the agency. The Dual Quality Act Group had their first convening which brings K-12 and community colleges together. The new EV funding that began in July 2025 has provided 78 new courses and 849 new employees involved. He then concluded his report by introducing Gary Cruise, East St. Louis Community College Center Director, for the East St. Louis Community College Center.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Council of Community College Presidents
Dr. Avis Proctor was unable to attend todays meeting. They will be having their ICCCP Retreat on October 29-31 at Carterville.

Item #6.2 - Student Advisory Council
Ms. Allison Meese, student from the AG program at Lakeland College, stated the group had a virtual orientation in August. They had a meeting September 19th at Lakeland which focused around mental health on campuses, with a presentation given by Amy Johnston at Urban Wellness. Enrollment diversity was also discussed. Their next meeting will be virtual on October 14th.

Item #6.3 - Illinois Community College Faculty Association
Ms. Carla Presnell was unable to make this meeting.

Item #6.4 - Adult Education and Family Literacy Council
Dr. Margaret Segersten stated the council met last week and discussed AI. They council will also be looking at revising performance funding methodology, which is building on the state fiscal year of 2025 advisory council. The committees also met and discussed what each of the groups will be focusing on.

Item #7 - Committee Reports

Item #7.1 - Academic, Workforce, and Student Support
The committee met on Friday, September 26 at 8:00 a.m. with the following members present: Craig Bradley, Maureen Banks, Marlon McClinton and Mara Botman. The committee discussed the following items: Workforce Education: WEI Overview: Presentation: Cheryl Boehne, WEI Grant Coordinator – Kaskaskia College and PATH Overview: Presentation: Lisa Ring, Dean of Health Sciences – Kaskaskia College; Strategic Initiatives: Open Educational Resources Update; Brief Updates (Academic and Workforce Education); Student Advisory Committee; Adult Education Advisory Committee; and New Units of Instruction.

Item #7.1a - Direct Admissions Overview
ICCB staff member Marcus Brown provided the Board with a presentation that gave an overview of the Direct Admission legislation in Illinois and the "One Click College Admit" program. One Click College Admit is Illinois' free, quick, and stress-free direct admissions program into the state's participating universities and community colleges.

With only their GPA, graduating high school students are directly admitted to one or more Illinois pubic universities and their local community college and transferring community college students are directly admitted to one or more Illinois public universities.

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

The committee met on Friday, September 26 at 8:00 a.m. with the following members present: George Evans; Allison Meese; Larry Peterson; and An-Me Chung. The committee discussed the following items: Marketing & Communications Update; Illinois Community College System Economic Impact Study; Research Brief: The Dual Credit Tipping Point: The 15 Credit Advantage; Spring 2027 Legislative Agenda; FY 27 Budget ICCB Budget Priorities; and Approval of FY 26 Contracts Over $25,000.

Item #8 - recognition

Item #8.1 - IL Central College, Kishwaukee Community College, McHenry County College

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

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

Illinois Central College, District 514
Kishwaukee College, District 523
McHenry County College, District 528

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

Item #9 - New Units

Item #9.1 - College of DuPage, Southwestern Illinois College

Maureen Banks made a motion, which was seconded by An-Me Chung, 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
College of DuPage
➢ Artificial Intelligence A.A.S. degree (62 credit hours)
➢ Ecological Restoration Certificate (44 credit hours)

Southwestern Illinois College
➢ Dental Hygiene A.A.S. degree (66 credit hours)

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

Item #9 -new units

Item #9.2 – Lake Land College

Craig Bradley made a motion, which was seconded by Marlon McClinton, 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
Lake Land College
➢ Cosmetology Technician Certificate (53 credit hours)
➢ Culinary Arts A.A.S. degree (60 credit hours)
➢ Culinary Management & Operations Certificate (44 credit hours)

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

Item #10 - Adoption of Minutes
Maureen Banks made a motion, which was seconded by An-Me Chung, to approve the following items:

Item #10.1 - Minutes of the June 6, 2025, Board Meeting
The Illinois Community College Board hereby approves the Board minutes of the June 6, 2025, meeting as recorded.

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

Item #10 - Adoption of Minutes
George Evans made a motion, which was seconded by Maureen Banks, to approve the following items:

Item #10.2 - Minutes of the June 6, 2025, Executive Session
The Illinois Community College Board hereby approves the Executive Session minutes of the June 6, 2025 meeting as recorded.

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

Item #11 – consent agenda
George Evans made a motion, which was seconded by An-Me Chung, to approve the following items:

Item #11.1 - Certification on Eligibility for Special Tax Levy
The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2025 and/or received an equalization grant in fiscal year 2026; and
2. Had combined educational and operations and maintenance purposes tax rates less than 27.80 cents per $100 of equalized assessed valuation.

Item #11.2 - Update to Authorization to Enter into Contracts for Office Operations
The Illinois Community College Board approves the following Fiscal Year 2026 contractual agreements:

Funding Source	Contractor	Original Estimate	Actual Cost	Contract Period	Description

001 - GED GRF	Turn-Key Solutions International, Inc.	227,267	307,586	DOE - 6/30/26	*Sole Source Provider:* High School Equivalency Testing and Data Submission to Feds This contract total exceeds 10 percent of the estimate that was provided during the June board meeting. Original estimate was based on our FY25 contract.
692 - Federal Adult Ed		26,640	27,360		
001 - GRF	Crowe LLP	40,000	66,100	7/1/25-6/30/26	*Master Contract*: SAS Server License This contract total exceeds 10 percent of the estimate that was provided during the June board meeting. Original estimate was based on our FY25 contract.
001 - EDP	ESI Services, LLC	n/a	20,236	7/1/25-6/30/26	*Sole Source Provider:* Annual Silver Level Support COBOL-IT We procure with ESI every year for our COBOL-IT license. They have had an increase in pricing and are now above the 20K threshold.
001 - EDP	Zones IT Solutions, Inc.	n/a	85,248	7/1/25-6/30/28	*Master Contract*: VMWare Cloud Foundation We have agreed to a 3-year contract for our annual VMWare licensing. Our FY26 cost will be 28,416 in total.

Item #11.3 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #11.3a - Lincoln's Challenge Scholarship Rules

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

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section
1501.101   Definition of Terms and Incorporations by Reference
1501.102   Advisory Groups
1501.103   Rule Adoption (Recodified)
1501.104   Manuals
1501.105   Advisory Opinions

SUBPART B: LOCAL DISTRICT ADMINISTRATION

SUBPART C: PROGRAMS

SUBPART D: STUDENTS

SUBPART E: FINANCE

SUBPART F: CAPITAL PROJECTS

SUBPART G: STATE COMMUNITY COLLEGE

SUBPART H: PERSONNEL

Section

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; Section 1501.512 Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants; amended at 48 Ill. Reg. _____, effective _____.

SUBPART E: FINANCE

Section 1501.520 Lincoln's Challenge Scholarship Grants

a)   Lincoln's Challenge Scholarship Grants shall be vouchered to community colleges.

b)   Students that graduate from the Lincoln's Challenge Academy and earn a State of Illinois High School Diploma or that attend the Lincoln's Challenge Academy but return to, and graduate from, their local high school can qualify for a Lincoln's Challenge Scholarship Grant if they meet the following criteria:

   1)   Enroll at an Illinois public community college in a certificate or degree program the next semester following graduation;

   2)   Maintain and complete an academic course load of at least six credit hours in each fall and spring semester; and

   3)   Present the "notification of award" letter signed by the Executive Director of the Illinois Community College Board to the community college at the time of registration.

c)   The scholarship amount will be awarded up to $2,000 per student per semester for up to four successive semesters to be used toward the completion of a degree or certificate program. Scholarships for the summer semester will not be awarded.

d)   The scholarship grants shall be used to cover the cost of education, which includes tuition, books, fees, and required educational supplies for specific programs or classes.

e)   The scholarship may be deferred for up to two semesters through submission of a deferral application. The application must be postmarked by August 10 for the fall semester and January 10 for the spring semester. Deferral applications submitted electronically will be considered postmarked on the date sent.

f)   To remain qualified for a Lincoln's Challenge Scholarship Grant after initial enrollment, each semester a student must:

   1)   Submit a renewal application to ICCB requesting continuation of the scholarship for the following semester.

   2)   Submit a grade transcript showing successful completion of a minimum of six credit hours in the previous semester and a minimum Grade Point Average of 2.0.

   3)   Submit a grade transcript and application postmarked by August 10 for application to the fall semester and January 1 for application to the spring semester. Applications submitted electronically will be considered postmarked on the date sent.

   4)   Meet with the community college's designated Lincoln's Challenge Scholarship coordinator at the time of enrollment and at mid-semester, and arrange an exit interview before completing the semester.

   5)   Comply with academic standards as defined by college policy. Exceptions to this

subsection (f)(5), such as extenuating circumstances, shall be documented and reviewed by ICCB staff and the college's Lincoln's Challenge Scholarship coordinator.

g)   Scholarship recipients shall notify ICCB of changes to contact information (including mailing address, email address, or phone number) or if the recipient enrolls in a community college other than the one listed on the original application.

h)   The grant will only reimburse the college at the in-district tuition rate.

i)   To receive the reimbursement, colleges must submit vouchers during the semester the student is enrolled or payment cannot be guaranteed. The following information must be submitted to ICCB for each student:

   1)   Name;

   2)   Program of study;

   3)   Course schedule (including credit hours); and

   4)   Costs broken out by tuition, fees, books and required educational supplies. --____

j)   The number of scholarships awarded each year is contingent upon the amount of funds appropriated. The scholarships cannot be guaranteed to students even if all criteria are met. The distribution of available funds among new and renewed scholarships will be determined by the Illinois Community College Board to maximize use of the funds.

k)   Community colleges may credit student accounts pending reimbursement but are not required to waive tuition should funds not be appropriated.

(Source: Amended at 48 Ill. Reg. _____, effective _____)

Item #11.3b - High School Equivalency Rules
The Illinois Community College Board hereby approves the following proposed rulemaking to the Administrative Rules of the Illinois Community College Board and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

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

PART 1507
HIGH SCHOOL EQUIVALENCY TESTING PROGRAM

SUBPART A: GENERAL

Section
1507.100   Purpose
1507.101   Definition of Terms
1507.102   Eligibility for Testing
1507.103   Issuance of the State of Illinois High School Diploma and Transcripts
1507.104   Fee Waivers for Hardship

SUBPART B: PROGRAM ADMINISTRATION

SUBPART C: ALTERNATIVE METHODS OF CREDENTIALING

AUTHORITY: Implementing and authorized by Section 3-15.12 of the School Code [105 ILCS 5].

SOURCE: Adopted at 49 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 1507.100 Purpose

Section 3-15.12 of the School Code [105 ILCS 5] provides eligible candidates with a process for attaining a State of Illinois High School Diploma through high school equivalency testing or the transcript-based alternative methods of completion, including completion of the Constitution requirement. The School Code grants the Illinois Community College Board authority over the high school equivalency process. This Part sets forth the rules for high school equivalency testing, awarding diplomas, provision of transcripts and diplomas, and transcript-based alternative methods of completion.

Section 1507.101 Definition of Terms

"Candidate" means a resident of Illinois who has not earned a high school diploma or a State of Illinois High School Diploma.

"Competency-Based High School Graduation Requirements Pilot Program" means the program authorized by the Illinois State Board of Education [110 ILCS 148/20].

"HSE" means high school equivalency.

"Homeschool Association" means an organization that provides high school curriculum for home schooled students and certifies completion of their program.

"Homeschooled Candidate" means a candidate who was taught at home and not in a public-school setting.

"i-Pathways" means an online instructional system providing high school equivalency preparation for candidates seeking to complete a State of Illinois High School Diploma.

"ICCB" means the Illinois Community College Board.

"ISBE" means the Illinois State Board of Education.

"Jurisdiction" means the service area for which an administrator or faculty have authority over a candidate.

"Residence" means the location and corresponding county for where a candidate lives.

"ROE" means Regional Office of Education.

"State of Illinois High School Diploma" means a high school diploma credential for candidates who have completed all necessary requirements through high school equivalency testing or Transcript-Based Alternative Methods of Credentialing as authorized by ICCB.

"Test" or "Exam" means a high school equivalency (HSE) test offered by an HSE testing vendor.

"Test Center" means a facility that oversees the implementation of HSE exams with candidates for in-person testing.

"Testing Vendor" means the provider of an HSE exam approved by the ICCB. GED and HiSET are the authorized HSE testing vendors.

"Transcript-Based Alternative Methods of Credentialing" means a high school equivalency pathway for candidates who have already completed a significant amount of high school or post-secondary education.

Section 1507.102 Eligibility for Testing

a) Candidates are eligible for high school equivalency testing without restriction at 18 years of age.

b) Candidates who are 17 years of age will be granted an age exception approval under the following conditions:

   1) A candidate previously enrolled in a public or private high school must provide a withdrawal letter from the candidate's former high school.

      A) Withdrawal letters must:

         i) Be on school letterhead.

         ii) Be physically or digitally signed by a school official.

         iii) Include the candidate's full name.

         iv) Include the candidate's date of birth.

         v) Include the formal withdrawal date or last date of attendance.

      B) Transcripts are not acceptable as proof of withdrawal unless the transcript includes the elements required in the withdrawal letter.

2) If a withdrawal letter cannot be provided by the former high school, or the candidate was otherwise not enrolled in high school prior to the candidate's HSE test date, the candidate must provide documentation from the local school district or ROE serving the candidate's area of residence indicating the candidate is not currently enrolled, nor required to be enrolled, in a public or private high school in the candidate's local school district.

    A) The withdrawal letter must:

        i) Be on organizational letterhead.

        ii) Be physically or digitally signed by staff of the local school district or ROE.

        iii) Include the candidate's full name.

        iv) Include the candidate's date of birth.

        v) Include the date the letter was provided.

        vi) Indicate the candidate is not currently enrolled nor required to be enrolled in a high school in their area of residence.

3) A homeschooled candidate must provide documentation either from: the local school district or ROE serving the candidate's area of residence indicating the candidate is not currently enrolled, nor required to be enrolled, in a public or private high school in the candidate's local school district; or the relevant homeschool association or program stating the candidate's program is complete.

    A) Documentation from the local school district or ROE must:

        i) Be on organizational letterhead.

        ii) Be physically or digitally signed by staff of the local school district or ROE.

        iii) Include the candidate's full name.

        iv) Include the candidate's date of birth.

    B) Documentation from the homeschooling association must:

        i) Include the date the letter was written.

        ii) Be physically or digitally signed by staff at the relevant homeschooling association or program responsible for the candidate's home schooling. Digital signatures must include a timestamp.

        iii) Include the candidate's full name.

        iv) Include the candidate's date of birth.

4) A candidate participating in a competency-based high school graduation requirements pilot program authorized by the Illinois State Board of Education must provide documentation demonstrating enrollment in the pilot program and requesting the candidate be allowed to test.

    A) Documentation must be received directly from the pilot program and must:

        i) Be on school letterhead.

        ii) Be physically or digitally signed by a school official.

        iii) Include the candidate's full name.

        iv) Include the candidate's date of birth.

        v) Include the testing vendor identification number.

        vi) Indicate the candidate is currently enrolled in the program and request the candidate be allowed to test.

c) Candidates who are 16 years of age will be granted an age exception approval under the following conditions:

1) The candidate is currently enrolled in the Illinois National Guard's Lincoln's Challenge Academy.

    A) Documentation must be received directly from Lincoln's Challenge Academy and must:

        i) Be on Lincoln's Challenge Academy letterhead.

        ii) Include the candidate's full name.

        iii) Include the candidate's date of birth.

        iv) Include the testing vendor identification number.

2) The candidate is a student participating in an alternative public school program established under 105 ILCS 5/13A of the Illinois School Code.

    A) Documentation must be received directly from the program and must:

        i) Be on school letterhead.

        ii) Be physically or digitally signed by a school official.

        iii) Include the candidate's full name.

        iv) Include the candidate's date of birth.

        v) Indicate the candidate is currently enrolled in the program and request the candidate be allowed to test.

3) The candidate received a court order mandating testing as part of a court-ordered rehabilitation requirement. The court order should include the candidate's full name and clearly indicate the candidate must complete a high school equivalency exam. The ROE with jurisdiction over the candidate will coordinate with ICCB for approval. ICCB must approve the candidate for testing.

d) Candidates are required to provide valid government-issued photo identification on all testing days and for all transcript reviews when using the Transcript-Based Alternative Method of Credentialing in Section 1507.301.

1) Photo identification must display the candidate's full name, matching the name used for exam registration, address, date of birth, signature, and photograph. The candidate will not be allowed to test without a valid government-issued photo identification and will not be eligible for a refund for the cost of testing. ICCB will determine acceptable forms of photo identification. Approved identifications include a valid driver's license, state ID, passport, military ID, Matricular Consular, or any other government issued national or foreign ID.

2) Restricted identifications, including military identifications, cannot be used for online-proctored testing.

3) If the candidate's photo identification does not indicate a valid Illinois address, the candidate must provide additional documentation to prove residency as specified by ICCB. Examples of documentation for proof of residency include:
    - Wage and tax statements (IRS form W-2)
    - Illinois automobile registration card
    - Bank statement
    - Canceled check
    - Deed/title, mortgage, rental/lease agreement
    - Insurance policy (homeowner's or renter's)
    - Official mail received from a State, County, City, or Federal Government agency, such as:
        - Homestead exception receipt
        - Jury duty notice
        - Selective service card
        - Social Security annual statement
        - Social Security disability insurance statement
        - Voter registration card
    - Pay stub or electronic deposit receipt
    - Pension or retirement statement
    - Utility bill (electric, water, refuse, telephone land/cell, cable, or gas)
    - Statement of benefits from the Illinois Department of Employment Security or the Social Security Administration
    - Illinois property tax bill
    - Illinois Temporary Visitor Driver's License (TVDL)

Section 1507.103 Issuance of the State of Illinois High School Diploma and Transcripts

a) Transcripts and diplomas will be issued to candidates. Candidates may authorize release of their records to an institution of higher education or an employer for education or employment purposes.

b) ICCB will coordinate with the Regional Offices of Education for the issuance of transcripts and diplomas as ROEs are the official record holders.

c) Transcripts and diplomas for residents of Cook County will be issued by the ICCB.

d) Transcripts and diplomas for individuals incarcerated within the Department of Corrections will be issued by the ICCB.

c) The Regional Offices of Education and the ICCB will charge a fee for the issuance of transcripts and diplomas as determined by ICCB. [105 ILCS 5/3-15.12] The fee is determined through an assessment of cost for the printing, mailing and staff time involved in issuing the record.

e) Release of education records for deceased candidates.

　　1) Records for a deceased candidate may be requested by the candidate's parent, child, or sibling provided the candidate would be at least 18 years of age. A written request must be provided with both of the following notarized documents:

　　　　A) Birth certificate or other official documentation showing the requestor's relation to the deceased.

　　　　B) Death certificate of former candidate.

　　2) Records for a deceased candidate may be requested by the executor of the estate or holder of power of attorney for the deceased. A written request must be provided with a notarized copy of documentation verifying the individual's status as executor or holding power of attorney.

　　3) ICCB may request additional information before a decision is made.

f) When a candidate requires a copy of their transcript or diploma as an official government record, such as to send to a foreign country, ICCB will provide the candidate a notarized copy of their State of Illinois high school diploma and transcript for apostille by the Secretary of State. The record must be signed by the ICCB High School Equivalency State Administrator.

g) ICCB will determine official transcript and diploma paper to be used for candidates.

Section 1507.104 Fee Waivers for Hardship

a) *Regional Offices of Education and the Illinois Community College Board shall waive any required fees for an applicant who meets all of the following criteria.*

　　1) *The applicant qualifies as a homeless person, child, or youth as defined in the Education for Homeless Children Act* [105 ILCS 45].

　　2) *The applicant has not attained 25 years of age as of the date of the scheduled test.*

　　3) *The applicant can verify his or her status as a homeless person, child, or youth. A homeless services provider that is qualified to verify an individual's housing status, as determined by the Illinois Community College Board, and that has knowledge of the applicant's housing status may verify the applicant's status.*

4) *The applicant has completed a high school equivalency preparation course through an Illinois Community College Board-approved provider.*

5) *The applicant is taking the* HSE *test at an official testing center operated by a regional superintendent of schools or the Cook County High School Equivalency Office.* [105 ILCS 5/3-15.12]

SUBPART B: PROGRAM ADMINISTRATION

Section 1507.201 Maintenance of Records

a) The ICCB will maintain a centralized data system to house HSE testing and State of Illinois high school diploma completion records.

b) ROEs may use the centralized data system to house their HSE testing and State of Illinois high school diploma completion records.

c) ROEs may request that the ICCB review backup records, when available, to assist in locating candidates' records.

d) ICCB will approve access to technology systems utilized in relation to high school equivalency testing and the provision of transcripts and diplomas. Access will only be granted to ICCB staff performing high school equivalency duties, ICCB funded adult education programs, ROEs, and the Department of Corrections. Access will be limited to the candidates in the user's jurisdiction.

Section 1507.202 Approval of Testing Vendors

a) The ICCB will approve high school equivalency testing vendors. Determination for approval will be based on the ability of the vendor to align with the Common Core State Standards, the academic standards developed by the Council of Chief State School Officers and National Governors Association Center for Best Practices which were adopted by the State of Illinois in 2010.

Section 1507.203 Approval of Testing Fees

a) The ICCB will approve fees charged by testing vendors for high school equivalency testing. Fees will be based on associated business and technology costs for delivery of testing by the vendor. ICCB will also consider fees charged by other states and costs of similar types of testing.

b) The ICCB will approve fees charged by testing centers for high school equivalency testing. Fees will be based on the cost of test center operations for in-person testing. The ICCB will work with ROEs to determine consistency with other testing fees.

d) ICCB will maintain a program to offset the cost of testing for candidates subject to availability of funds.

Section 1507.204 Approval of Testing Centers

a) ICCB will approve high school equivalency testing centers. Testing centers must submit an application to ICCB for preliminary approval.

b)   Once approved by ICCB, if the applicant is not already an approved testing center by the testing vendor, they must apply for approval from the testing vendor. Approval is based on their ability to meet the technical requirements for testing.

c)   Once approved by the testing vendor, the applicant will receive final approval from ICCB.

d)   Determination for ICCB approval will be based on:

         1)   Unmet need in the area to provide timely testing,

         2)   Ability to serve target candidate population, and

         3)   The ability to meet testing vendor requirements.

<div align="center">SUBPART C: ALTERNATIVE METHODS OF CREDENTIALING</div>

Section 1507.301 Transcript-Based Alternative Methods of Credentialing

The transcript-based alternative methods of credentialing option is a high school equivalency pathway meant to provide an alternative route to high school equivalency completion for candidates who have already completed a significant amount of high school or post-secondary education.

Section 1507.302 Eligible Candidates

a)   Eligible candidates to complete their State of Illinois high school diploma through the transcript-based alternative method of credentialing program must meet all of the following conditions:

         1)   Attended a State-recognized and accredited public or private high school, a State-recognized and accredited postsecondary institution or adult education program, or a foreign institution of higher education.

         2)   Meets one of the following requirements:

                 a.   18.5 years of age or older and, at minimum, in the third quarter of senior year; or

                 b.   17 years of age, the individual's high school class has graduated, and the individual presents a withdrawal letter as specified in Section 1507.102.

         3)   Does not have a high school diploma nor a State of Illinois high school diploma and is not currently enrolled in secondary school.

         4)   Is a resident of the State of Illinois for at least 30 days prior to application.

         5)   Has completed at least 75% (13 credits) of the minimum graduation requirements as outlined in Section 1507.304.

b)   Eligible candidates may apply through written request to the candidate's Regional Office of education or to the ICCB if they are a resident of Cook County. The candidate must provide documentation required in Section 1507.304 from eligible schools listed in Section 1507.303 in the manner prescribed in Section 1507.306(d) to

Section 1507.303 Eligible Schools

a)   Eligible schools for transcript review include:

        1)   A State-recognized public or private high school.

        2)   A State-recognized and accredited postsecondary institution.

        3)   The American School (Lansing IL).

        4)   The Illinois Virtual School recognized by the Illinois State Board of Education.

        5)   Foreign institutions of higher education.

b)   Home school programs are not eligible for transcript review.

Section 1507.304 Credit Requirements

Candidates must provide documentation demonstrating:

a)   Completion of at least 17 credits, equivalent to a year-long high school course, at a State-recognized and accredited public or private high school, a State-recognized and accredited postsecondary institution or adult education program, or a foreign institution of higher education. Credits must include:

        1)   At least four years of language arts;

        2)   At least three years of mathematics, which must include one year of algebra and one year of geometry;

        3)   At least three years of social studies, which must include at least one year on the history of the United States;

        4)   At least two years of science;

        5)   At least one year of elective coursework, chosen from art, music, foreign language, consumer education, or vocational education;

        6)   At least one semester of health; and

        7)   Additional credits required to meet the 17-credit minimum may be filled with elective coursework in any subject area;

b)   Completion of the U.S. and Illinois State Constitution requirement [105 ILCS 5/27-3]; and

c)   Completion of any national reporting system reading assessment at a 9th grade level.

Section 1507.305 Filling Credit Gaps

a)   Candidates may fill credit gaps through:

1) *High School Equivalency based on High School Credit. A qualified candidate may petition to have his or her high school transcripts evaluated to determine what the candidate needs to meet criteria as established by the Illinois Community College Board.*

2) *High School Equivalency based on Post-Secondary Credit. A qualified candidate may petition to have his or her post-secondary transcripts evaluated to determine what the candidate needs to meet criteria established by the Illinois Community College Board.*

3) *High School Equivalency based on a Foreign Diploma. A qualified candidate may petition to have his or her foreign high school or post-secondary transcripts evaluated to determine what the candidate needs to meet criteria established by the Illinois Community College Board.*

4) *High School Equivalency based on Completion of a Competency-Based Program as approved by the Illinois Community College Board. The Illinois Community College Board shall establish guidelines for competency-based high school equivalency programs. [105 ILCS 5/3-15.12]*

5) ICCB-funded Adult Education programs. The course title and description must be specific to the credit gap the candidate needs to fill. An adult education course which grants three units of instruction shall be considered equivalent to one year of high school credit in a relevant subject area.

6) i-Pathways curriculum provided by Western Illinois University. The course title and description must be specific to the credit gap the candidate needs to fill. The candidate must utilize the system under the supervision of an ICCB-funded Adult Education program or a Regional Office of Education.

7) High school equivalency exam section. Candidates may complete no more than two subject areas of any high school equivalency exam approved by ICCB (GED and HiSET, as noted under "Test" in 1507.101). A passing score on one subject area of a high school equivalency exam shall be considered equivalent to one year of high school credit in a relevant subject area.

Section 1507.306 Transcript Reviews

a) Transcript reviews are completed by the ROE for the candidate's county of residence and the ICCB for all Cook County residents.

a) ICCB will conduct transcript reviews for Cook County residents. Transcript reviews may be completed by ROEs for candidates under their authority.

b) A fee will be charged for the initial transcript review as determined by ICCB. [105 ILCS 5/3-15.12] The fee will be established based on estimated staff time to conduct a review.

c) ICCB may be consulted for a second opinion on a transcript review. The reviewer must provide a copy of the candidate's transcripts and a copy of their initial review.

d) Official transcripts must be provided directly from the education provider or testing vendor to be considered for review. No unsealed transcript provided by the candidate will be accepted.

Section 1507.307 Awarding of State of Illinois High School Diploma

     a)   A candidate will be awarded a State of Illinois High School Diploma when they have fulfilled the credit requirements specified in Section 1507.304 and paid the fee specified in Section 1507.306(b).

     b)   A State of Illinois High School Diploma will not be awarded as long as a credit gap in Section 1507.304 remains.

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

Item #12 - Information Items
There was no discussion.

     Item #12.1 - Fiscal Year 2025 and 2026 Financial Statements
     Item #12.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director
     Item #12.3 - SFY2025 Adult Education and Literacy Advisory Council Recommendations Report

Item #13 - Other Business
There was no other business.

Item #14 - Public Comment
There was no public comment.

Item #15 - Executive Session
The Board did not go into Executive Session.

Item #16 - Executive Session Recommendations
There were no items.

Item #17 – Approval of Confidentiality of Executive Session Minutes
An-Me Chung made a motion, which was seconded by Craig Bradley, 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; September 27, 2024; and March 21, 2025 are to remain confidential. All other Executive Session Minutes are available for public inspection.

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

Item #18 - Adjournment
Before adjourning, Chair Jenkins wanted to highlight a few positive stories from community colleges:

Kaskaskia College – Driving Regional Workforce and Economy
First, Congratulations to President Evans, the KC Board of Trustees, and Kaskaskia College on the celebration of the college's 85th anniversary. The college educates nearly 10,000 students annually and supports industries from manufacturing to healthcare.

Moraine Valley Community College – National Recognition for Student Well-Being
Moraine Valley earned the **2025 Excellence in Mental Health and Well-Being Award** from *Insight into Academia*. Its Project Care Initiative, Peer Educators Program, and food pantry demonstrate a comprehensive approach to student success.

Southeastern Illinois College -SIC nursing program ranked third in state
The nursing program at Southeastern Illinois College has been ranked third in the state by registerednursing.org, a reflection of the program's high first-time NCLEX pass rates and affordability. In 2024, the college saw a 100% passage rate among PN students and 95% among ADN students.

Illinois Valley Community College – Agricultural Innovation
With a $3.5 million grant, IVCC is building the Dr. Alfred E. Wisgoski Agricultural Education Center. It will feature innovation labs, test plots, and sustainable practices—positioning the college as a leader in next-generation agriculture.

Joliet Junior College – Producing Nationally Recognized Talent
JJC alumni continue to shine nationally: Liam O'Brien recently won the title of 2025 Top Young Chef in the U.S., showing how community colleges can launch students into world-class careers.

Lincoln Land Community College – Transformational Leadership and Expansion
Under President Charlotte Warren's leadership, LLCC expanded with 13 new or renovated facilities and secured an $18 million gift for agriculture. The college's new Nursing Education Center with Memorial Health is directly tackling the nursing shortage.

South Suburban College – Building Pathways in Health Careers
SSC partnered with Superior Ambulance to create an EMS pathway where students can "earn while they learn." This ensures access to sustainable healthcare careers and strengthens local emergency services.

Waubonsee Community College – Meeting the Demand for Skilled Trades
Waubonsee opened a new Technical Education Center that filled welding and automotive programs to capacity almost instantly. With federal Pell grant eligibility expanding to short-term programs, Waubonsee is preparing students for in-demand technical careers.

City Colleges of Chicago – Preparing Students for the AI Economy
Through a partnership with Amazon Web Services, City Colleges faculty are gaining advanced AI and ML training. This positions students for cutting-edge jobs in technology, ensuring Chicago remains competitive in the digital economy.

Kankakee Community College – Leading in Sustainability and Green Jobs
KCC received a $2.5 million grant from the Illinois EPA to expand electric vehicle workforce training. Its North Extension Center is the county's first LEED Gold-certified building, making KCC a model for eco-friendly campuses and careers.

Chair Jenkins stated that these are but a few examples of all the great things happening in community colleges. It is important, despite the ongoing challenges, to have this perspective in mind—community colleges are the economic and social engines of their communities.

Maureen Banks made a motion, which was seconded by Mara Botman, to adjourn the Board meeting at 11:40 a.m.

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

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2026 REGULATORY AGENDA**

The Joint Committee on Administrative Rules (JCAR) is a bipartisan legislative oversight committee that has been delegated the responsibility to ensure that the laws enacted by the General Assembly are appropriately implemented through administrative law. Each year, JCAR requires the Board and all state agencies to publish in the *Illinois Register* a regulatory agenda detailing the scope of upcoming rulemaking activity that the Board is considering but has not filed a formal notice of proposed rulemaking activity.

The January 2026 Regulatory Agenda is being submitted to the Board for approval and then will be published in the *Illinois Register* pursuant to the Illinois Administrative Procedure Act (5 ILCS 100).

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2026 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE
BOARD JANUARY 2026 REGULATORY
AGENDA

a) Part (Heading and Code Citations): Administration of the Illinois Public Community College Act, 23 Ill. Adm. Code 1501

 1) Rulemaking:

 A) Description: The Board proposes amending its administrative rules to implement statutory changes to the Dual Credit Quality Act enacted in P.A. 104-0012 (effective June 20, 2025).

 B) Statutory Authority: Dual Credit Quality Act [110 ILCS 27]

 C) Scheduled meeting/hearing dates: None have been scheduled.

 D) Date agency anticipates First Notice: January 2026

 E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

 F) Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G)   Related rulemakings and other pertinent information: None

2)   Rulemaking:

A)   Description: The Board proposes amending its administrative rules update reporting requirements to ensure ICCB compliance with the Mental Health Early Action on Campus Act. The Board also proposes to adjust requirement for reporting of Credit for Prior Learning Policies to incorporate recent legislative changes.

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: February 2026

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G)   Related rulemakings and other pertinent information: None

3)   Rulemaking:

A)   Description: The Board proposes amending its administrative rules to implement statutory changes enacted in P.A. 103-0159 with regards to community college out-of-district tuition.

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: March 2026

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G)   Related rulemakings and other pertinent information: None

4)   Rulemaking:

A)   Description: Beginning in 2025, the Board will establish a five-year schedule for the complete review of its administrative rules. The board plans to review and potentially amend its administrative rules contained in subparts E (Finance) and F (Capital Projects).

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: July 2026

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G)   Related rulemakings and other pertinent information: None

5)   Rulemaking:

A)   Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the postsecondary career and technical education program.

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: September 2026

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov

G)   Related rulemakings and other pertinent information: None

6)   Rulemaking:

A)   Description: In March 2025, the Adequacy and Equity in Community College Funding Work Group issued a report to the Board that included recommendations for improving the adequacy and equity of funding for community colleges in Illinois. Following this work a serious of technical workgroups have been meeting to review the recommendations, conduct additional research and analysis, and model potential funding formula revisions. As the Board continues to review the work of these groups and consider enhancements to the community college funding formulas, changes to administrative rules governing community college funding may be necessary.

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: October 2026

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry

401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G)   Related rulemakings and other pertinent information: None

b)   Part (Heading and Code Citations): Adult Education (23 Ill. Adm. Code 1505)

1)   Rulemaking:

A)   Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the adult education program.

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: December 2026

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G)   Related rulemakings and other pertinent information: None

BACKGROUND

The Board and all state agencies have the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The regulatory agenda gives the public notice and allows them to comment on rules that the Board is considering in the upcoming year. Adoption of the regulatory agenda does not preclude the Board from adopting a rule that has not been summarized in a regulatory agenda or from adopting a different rule from the one summarized in a regulatory agenda. The Board is also not required to adopt any rule summarized in a regulatory agenda.

Illinois Community College Board

REVISED CALENDAR YEAR 2026 BOARD MEETING DATES AND LOCATIONS

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Calendar Year 2026 Board Meeting Dates and Locations

January 16
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

March 27
9:30 a.m. – Lake Land College, Mattoon

June 5
9:30 a.m. — Chicago Suburb - ICCTA Convention

July
Subject to Call

August
Board Retreat – TBD

September 25
9:30 a.m. – Lewis & Clark Community College, Godfrey

December 11
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

**RE-ESTABLISHMENT OF ILLINOIS COMMUNITY COLLEGE BOARD
MIS/RESEARCH AND ILLINOIS LONGITUDINAL DATA SYSTEM ADVISORY
COMMITTEE APPOINTMENTS**

The Executive Director, as authorized by the Illinois Community College Board (ICCB), appoints representatives to the ICCB advisory committees. The Management Information System (MIS)/Research and Illinois Longitudinal Data System Committee is currently utilized by staff for insight and review of data and research activities. Appointments are for three-year terms with consecutive terms allowable.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby establishes the MIS/Research and Illinois Longitudinal Data System Advisory Committee and authorizes the Executive Director to make the below appointments to Committee.

MIS/Research and Illinois Longitudinal Data System Advisory Committee
1. Kelly Becker, Assistant Vice President, Institutional Effectiveness and Strategic Planning, Oakton College (2028)
2. Steve Damarjian, District Director of Institutional Research & Reporting Compliance, Decision Support, City Colleges of Chicago (2028)
3. Jeffrey Ebel, Compliance Officer, Southwestern Illinois College (2028)
4. Kathy Hart, Dean of Institutional Effectiveness, Illinois Valley Community College (2028)
5. James Kostecki, Associate Vice President of Planning, Performance and Analytics, College of DuPage (2028)
6. Matthew Krull, Director of Research & Data Management, Kishwaukee College (2028)
7. Tricia Kujawa, Assistant Vice President of Institutional Research and Effectiveness, Lincoln Land Community College (2028)
8. Megan Lombardi, Director of Institutional Research, McHenry County College (2028)
9. Jordan Mays, Assistant Vice President of Institutional Effectiveness and Research, John A. Logan College (2028)

BACKGROUND

The MIS/Research and Illinois Longitudinal Data System Advisory Committee performs a critical service to the Illinois Community College Board. The committee, working with the Deputy Director for Research and Information Technology and Associate Deputy Director for Research and Analytics, reviews issues pertaining to research activities and data collection, and approves data protection agreements as necessary.

Illinois Community College Board

RE-ESTABLISHMENT OF THE ILLINOIS COMMUNITY COLLEGE BOARD FINANCE ADVISORY COMMITTEE APPOINTMENTS

This item re-establishes the Finance Advisory Committee and authorizes the Executive Director to appoint representatives. Appointments are for three-year terms with consecutive terms allowable.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby re-establishes the Finance Advisory Committee and authorizes the Executive Director to make the below appointments to the Committee.

Finance Advisory Committee
1. Maribel Rodriguez, Vice Chancellor Finance/Chief Financial Officer, City Colleges of Chicago (2028)
2. Noah Lamb, Vice President Finance & Administration, Heartland Community College (2028)
3. Josh Welker, Dean of Business Services, John Wood Community College (2028)
4. Ryan Hawkins, Chief Financial Officer/Treasurer, Illinois Eastern Community Colleges (2028)
5. Kent Sorenson, Vice President of Business Services, Sauk Valley Community College (2028)
6. Tammy Betancourt, Vice President Finance/Chief Financial Officer, Danville Area Community College (2028)
7. Jill Janssen, Vice President/Chief Financial Officer, Highland Community College (2028)
8. Beth Nunley, Vice President for Business Affairs & Board Treasurer, Kankakee Community College (2028)
9. Robert Grapenthien, Controller, Harper College (2028)

BACKGROUND

The Finance Advisory Committee performs a critical service to the Illinois Community College Board. The committee, working with the Deputy Director for Finance and the Senior Director for Financial Compliance, will review issues pertaining to financial reporting matters and make recommendations to the Board as necessary.

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
July 1, 2025 – October 31, 2025

		FY 2026 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 108,208,300	$ 9,537,032	8.8%
ADULT EDUCATION		35,590,300	7,984,471	22.4%
GED TESTING PROGRAM		1,365,300	437,576	32.0%
CAREER & TECH EDUCATION		18,975,000	201,916	1.1%
OFFICE ADMINISTRATION		5,127,800	1,411,546	27.5%
	TOTAL	**$ 169,266,700**	**$ 19,572,541**	**11.6%**
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 190,867,700	$ 53,689,684	28.1%
	TOTAL	**$ 190,867,700**	**$ 53,689,684**	**28.1%**
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		$ 15,000,000.00	$ -	0.0%
GED TESTING FUND		100,000	1,201	1.2%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	52,785,000	50.0%
	TOTAL	**$ 120,770,000**	**$ 52,786,201**	**43.7%**
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 26,079,990	$ 53,358	0.2%
FEDERAL CAREER & TECH ED FUND		23,937,100	-	0.0%
ICCB FEDERAL TRUST FUND		625,000	127,326	20.4%
	TOTAL	**$ 50,642,090**	**$ 180,684**	**0.4%**
GRAND TOTAL, ALL FUNDS		**$ 531,546,490**	**$ 126,229,110**	**23.7%**

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2025 – October 31, 2025

		FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago		$ 15,657,900	$ 3,838,455	24.5%
PATH Grants		15,000,000	-	0.0%
Bridge and Transition		9,224,336	-	0.0%
Workforce Equity Initiative		19,570,064	22,599	0.1%
East St. Louis Educational Center		1,447,900	61,856	4.3%
Illinois Veterans Grant		4,264,400	-	0.0%
ILDS		666,100	220,563	33.1%
Small College		548,400	548,394	100.0%
Performance Grants		359,000	-	0.0%
Lincoln's Challenge Program		60,200	-	0.0%
Alternative Schools Student Re-enrollment		4,000,000	1,400,000	35.0%
Transitional Math and English Development (TIME and DEV)		1,000,000	5,109	0.5%
SWIC Lindenwood Center		5,310,000	-	0.0%
Advanced Manufacturing & Electric Vehicles		9,000,000	3,242,847	36.0%
Mental Health Early Action on Campus Grant		6,000,000	-	0.0%
Trade Schools		5,000,000	-	0.0%
Digital Instruction for Adult Education		2,000,000	-	0.0%
Noncredit Workforce Program		5,175,000	181,512	3.5%
Dual Credit Grants		3,175,000	15,698	0.5%
English Language Services		750,000	-	0.0%
	TOTAL	**$ 108,208,300**	**$ 9,537,032**	**8.8%**
OFFICE ADMINISTRATION		$ 5,127,800	$ 1,411,546	27.5%
	TOTAL	**$ 5,127,800**	**$ 1,411,546**	**27.5%**
ADULT EDUCATION				
Adult Education Basic Grants		$ 23,391,800	$ 5,479,732	23.4%
Adult Education Basic Admin		400,000	252,639	63.2%
Adult Education Performance Grants		11,798,500	2,252,100	19.1%
	TOTAL	**$ 35,590,300**	**$ 7,984,471**	**22.43%**
GED TESTING PROGRAM		$ 1,365,300	$ 437,576	32.0%
	TOTAL	**$ 1,365,300**	**$ 437,576**	**32.0%**
CAREER & TECHNICAL EDUCATION				
CTE LPN RN		$ 500,000	$ -	0.0%
CTE Administration		474,500	201,916	42.6%
CTE Formula		17,200,500	-	0.0%
CTE Corrections		800,000	-	0.0%
	TOTAL	**$ 18,975,000**	**$ 201,916**	**1.1%**
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
Base Operating		$ 106,822,200	$ 25,674,517	24.0%

Equalization		84,045,500	28,015,167	33.3%
TOTAL	**$**	**190,867,700**	**$ 53,689,684**	**28.1%**
GRAND TOTAL	**$**	**360,134,400**	**$ 73,262,225**	**20.3%**

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2025 – October 31, 2025

<u>**FEDERAL FUNDS***</u>

	FY 2026 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,537,520	$ 581,655	$ -	0.0%
Federal Basic Leadership	2,125,264	1,086,270	-	0.0%
EL Civics Grants	2,864,609	58,625	1,590	0.1%
	$ 22,527,393	$ 1,726,550.00	$ 1,590	0.0%
ADMINISTRATION				
Federal Basic	$ 1,062,880	$ 49,620	$ 42,378	4.0%
EL Civics	150,769	30,842	6,445	3.5%
Leadership	531,936	-	2,945	0.0%
	$ 1,745,585	$ 80,462	$ 51,768	2.8%
TOTAL	**$ 24,272,978**	**$ 1,807,012**	**$ 53,358**	**0.2%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 17,233,212	$ 741,639	$ -	0.0%
Perkins Leadership	1,621,949	1,684,238	-	0.0%
Perkins Corrections	405,487	150,075	-	0.0%
Reserve	-			0.0%
	$ 19,260,648	$ 2,575,952	$ -	0.0%
ADMINISTRATION				
CTE Federal	$ 1,013,718	$ 1,086,782	$ -	0.0%
TOTAL	**$ 20,274,366**	**$ 3,662,734**	**$ -**	**0.0%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 625,000	$ -	$ 127,326	20.4%
TOTAL	**$ 625,000**	**$ -**	**$ 127,326**	**20.4%**
GRAND TOTAL, FEDERAL FUNDS	**$ 45,172,344**	**$ 5,469,746**	**$ 180,684**	**0.4%**

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2025 – October 31, 2025

<u>**SPECIAL STATE FUNDS***</u>

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	$ -	$ -	
Lumina Grant		-	
Department of Energy IAC Grant			
ISAC FAFSA Grant		-	
Tutoring Initiative			
ADMINISTRATION			
Tutoring Initiative			
ILCCO			
Department of Energy IAC Admin			
	$ 15,000,000	$ 0	0.0%
GED TESTING FUND*	$ 100,000	$ 1,201	1.2%
ICCB RESEARCH & TECHNOLOGY FUND*	$ 100,000	$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	$ 105,570,000	$ 52,785,000	50.0%
GRAND TOTAL, SPECIAL FUNDS	$ 120,770,000	$ 52,786,201	43.7%

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
    <u>Illinois Central College</u>
- Certified Clinical Medical Assistant Certificate (16 credit hours)

    <u>Shawnee Community College</u>
- EMT Certificate (17.5 credit hours)

Illinois Community College Board

PSI SERVICES LLC – HiSET® TEST INCREASE

The Illinois Community College Board proposes to amend the MOU agreement with PSI Services LLC for certification of high school equivalency. The MOU contains language on a proposed price increase beginning April 1, 2026. Since 2024, the HiSET® exam, comprised of five test modules, has been $23.00 per test module and $115.00 per battery for computer and paper testing for individual test-takers. The online proctored HiSET® exam has been $32.50 per test module with the full battery costing $162.50.

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

The following is a break-down of costs:

> With the increase, the new cost to take the HiSET® exam is $130.00 for the full battery of in-person computer or paper testing, which is $26 per test module and includes an $8 test center fee. Test-takers who do not pass any of the modules are eligible for two retakes at no cost.

> Online proctored testing will be increased to $205.00 for the full battery of testing, which is $41.00 per test module and includes a $23.00 remote proctoring fee.

Illinois Community College Board

FISCAL YEAR 2025 CAREER AND TECHNICAL EDUCATION ANNUAL REPORT

The Fiscal Year 2025 Career and Technical Education (CTE) Annual Report provides a summary of postsecondary CTE related initiatives and activities led by the Illinois Community College Board (ICCB). This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year. The report details technical assistance and professional development offered by the ICCB and its partners as well as the impact of ICCB-funded projects on the system and students. This report highlights the success of four major grant-funded initiatives: Perkins, Pipeline for the Advancement of the Healthcare Workforce (PATH), Rev Up EV, and Taking Back the Trades! grant programs.

CAREER & TECHNICAL EDUCATION

ICCB ILLINOIS COMMUNITY COLLEGE BOARD

ANNUAL REPORT

FISCAL YEAR
2025

The following report was compiled by the Associate Deputy Director and Senior Director for CTE, as well as staff from the ICCB CTE division, under the leadership of the Deputy Director for Workforce Education.

The Illinois Community College Board (ICCB) staff oversee and provide support to the community college system, specifically as it relates to career and technical education (CTE) programming, through grant administration, policy guidance, professional development, and technical assistance.

- During fiscal year 2025, statewide, CTE credit program enrollments were at 113,546 and accounted for one-quarter of all credit students, approximately 24.9 percent. This reflects a 36.1 percent increase in CTE enrollments from the previous year.

- CTE also led in terms of graduate outcomes with 44,906 graduates in fiscal year 2025. Over half of the earned degrees and certificates- 60.9 percent- were in CTE programs during fiscal year 2025, marking a 9.4 percent increase from fiscal year 2024.

The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. The largest of these funding streams is the Federal **Title I Perkins Grant** authorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Additionally, the ICCB is a recipient of several targeted State-funded initiatives and competitive grant opportunities such as the Pipeline for the Advancement of the Healthcare Workforce **(PATH) initiative**, the **Rev Up Electric Vehicle grant**, and the **Taking Back the Trades! Grant Program**, which continues to gain in popularity throughout the system and has been heralded for bringing forth innovation in local communities. Each of these initiatives addresses a critical infrastructure need and serves to strengthen our state's workforce pipeline.

Throughout fiscal year 2025, ICCB CTE staff continued to approve CTE Programs of Study, enhancing the secondary to postsecondary pathway for students. Staff identified a need in the field to train new Perkins Administrators and thus assisted in the development and presentation of modules for incoming Perkins Administrators.

Perkins funds were used to support a variety of training and professional development opportunities. Partner entities developed an assessment academy for practitioners completing program review, with an intentional focus on CTE; a comprehensive faculty training initiative was administered to support community college implementation of the Illinois Model Programs of Study Guides; and two postsecondary CTE Regional Workshops were offered, in which speakers from national organizations like Advance CTE and NACEP presented information. Funds were also used to continue support for instructional and leadership models such as the Training on Instructional Practices for Postsecondary Success (TIPPS) modules which assist in strengthening the CTE teacher pipeline, as well as the Illinois Community College Leadership Institute which aims to support a diverse pipeline for individuals hoping to pursue leadership positions.

ICCB CTE leadership would like to commend staff for another excellent year in CTE and for the continuous support they provide to Illinois CTE programs.

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Section 1: Perkins V State Plan

<u>**State Plan Implementation (Year 1):**</u>

<u>Background</u>: Effective July 1, 2019, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. The purpose of Perkins V is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education programs. Perkins V maintains a commitment to driving improvement through programs of study, a comprehensive local needs assessment that requires data-driven decision-making on local funding priorities, involves significant stakeholder consultation, and focuses on innovation, modernization, and accountability. Additionally, Perkins V significantly changed the process for setting performance targets, shifted accountability indicators, and placed a focus on the disaggregation of data by maintaining the required disaggregation by student populations. Perkins V also requires that States develop a State Plan for a four-year period, detailing how the Strengthening Career and Technical Education for the 21st Century Act will be administered within the state.

<u>Fiscal year 2025</u>: This fiscal year marked the first year of implementation of the Illinois State Plan for State Fiscal Years 2025-2028 (July 1, 2024- June 30, 2028), which the Illinois Community College Board and the Illinois State Board of Education developed. The Illinois State Plan for Fiscal Years 2025-2028 incorporates feedback gathered through the public stakeholder engagement process that was conducted during Fiscal Year 2024. The activities and projects outlined throughout this report were conducted in the spirit of the 2025-2025 State Plan implementation, all with the aim of supporting the Illinois community college CTE system, as well as the three Board Goals of the ICCB.

Section 2: CTE Program Approval and Review

<u>**Program Approval**</u>
The Illinois Public Community College Act requires that all new curricula offered by Illinois' community colleges be approved by the Illinois Community College Board (ICCB). Career and Technical Education (CTE) programs refer to programs and courses in an applied field of study that prepare individuals for employment. Courses are credit bearing for the student and may, but are not required to, transfer to a four-year college or university.

As of August 2025, there are 4,175 approved CTE programs, consisting of 1,195 degree programs and 2,980 certificate programs. Details can be found in Appendix I.

Throughout fiscal year 2025, 144 new programs were added to the system. Of those added, as follows are the program areas that saw a higher increase in submissions than others. These trends reflect the trends of the previous year, with the exception of the addition of 12 automotive/EV vehicle programs, and an increase in healthcare programs. There is a direct correlation between the increase in these programs and the Rev Up EV and PATH initiatives, respectively.
- Healthcare: 23
- Welding: 21
- Manufacturing-aligned: 16
- IT-related (AI/Cloud Computing): 15
- Automotive and Electric/Hybrid Vehicle: 12
- Agriculture: 12

For questions regarding the program approval process, please contact:

   Dr. Tricia Broughton, Director for Curriculum and Instruction
   Tricia.broughton@illinois.gov.

<u>**Program Review**</u>
The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act to coordinate a statewide program review system (see P.A. 78-669). Various program areas and services, including instructional programs, are required to be reviewed once every five years by their respective community college and submitted to the ICCB, but more frequent and continuous reviews (e.g., annual, local-level) are encouraged.

The purpose of Statewide Program Review is to:
I.   Support strategic campus-level planning and decision-making related to instructional programming and academic support services, including but not limited to, program revisions, program closures, and revisions to services;
II.   address inequities to support program improvement;
III. support the delivery of locally responsive, cost-effective, high-quality

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programs and services across Illinois' community college system.

The Statewide Program Review process is designed to complement college-level planning and decision making and reflect on the integration of various programs and services, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Program review can be a critical tool for continuous improvement and evaluation of programs and services offered by the college. Prepared with adequate data, program review can be instrumental in identifying inequities, including racial equity gaps, and can serve as a process to engage stakeholders purposefully in advancing equity. Program review should be aligned and integrated with other continuous quality improvement processes.

Program Review Technical Assistance
Assessment Academy Series- The Office of Community College Research and Leadership (OCCRL) hosted a virtual Assessment Academy Series leading up to program review submissions in September. This series provided opportunities for practitioners to engage in conversations and share strategies to strengthen assessment and program review practices across Illinois community colleges. Recordings of all sessions are available below:

- *Session #1: Purpose and Promise of Program Review*, Dr. Trudy Bers: https://www.youtube.com/watch?v=mW4I4glZj2I
- *Session #2: Tips for a Fool-Proof Program Review*, Lynn Breer, Jonita Ellis, Michelle Adams, and Hilary Meyer: https://www.youtube.com/watch?v=dDY2DJ17A1k
- *Session #3: CTE & Assessment of Student Learning*, Drs. Joanne Ivory and Cathy Taylor): https://www.youtube.com/watch?v=YquO-QJzAuc

Peer Review Initiative
In an effort to ensure that the program review process reflects continuous quality improvement, the ICCB continued to develop and implement the peer review system for providing feedback- Peer Review Illinois. The impetus of this idea was born of the Program Review Advisory Committee, a committee comprised of community college professionals who have substantive experience with program review in Illinois, which is explored further below. This Peer Review Initiative supports one of the committee's core goals, "Improve the application of program review findings in colleges' campus-level programmatic planning and decision-making processes." This initiative will allow programs to receive feedback from their peers who work closely with these programs daily. The goal is to be able to use this feedback to truly support program growth, as well as promote the sharing of ideas and promising practices. Fiscal year 2025 saw the implementation of the training module for the initiative as well as the creation of a Peer Review Handbook. Program Review submissions from academic year 2024 were the first to be peer reviewed.

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The Program Review Advisory Committee in fiscal year 2025 consisted of 11 administrators and faculty from across the system. The charge of the committee is threefold: 1) Improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) Identifying, developing, and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process. PRAC members in fiscal year 2025 provided helpful feedback on the program review manual, which will be updated in fiscal year 2026.

Program Review Advisory Committee Members (2024-2025)
Michelle Adams, *Olive-Harvey College, City Colleges of Chicago*
M. Lynn Breer, *Lake Land College*
Steve Damarjian, *City Colleges of Chicago*
Joanne Ivory, *Harper College*
Sydne Kasle, *Highland Community College*
Barbara Leach, *Kishwaukee College*
Hilary Meyer, *Triton College*
Dr. Kristin Shelby, *Shawnee Community College*
Dr. Amanda Smith, *Rock Valley College*
Dr. Cathy Taylor, *Elgin Community College*
Dr. Kenneth Thompson, *Joliet Junior College*

The ICCB continued to contract with the Office of Community College Research and Leadership (OCCRL), University of Illinois Urbana-Champaign to provide support for the Program Review Advisory Committee and provide space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, resources were created to assist colleges in disaggregating data and identifying issues of equity, even in small programs as well as engaging student voice.

For more information, visit the ICCB's Program Review webpage or OCCRL's Program Review Illinois portal.

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Section 3: Postsecondary Perkins Administration

I.   Perkins Basic Grant

To apply for the fiscal year 2025 Perkins Basic Grant, colleges were required to submit a four-year local application, covering fiscal years 2025-2028. The four-year local application allows for strategic planning. Colleges submitted an application narrative, which required colleges to develop long-term goals in alignment with Illinois' State Plan goals, as well as annual objectives to meet the established goals over the span of four years. The annual work plan allowed colleges to detail the activities planned for fiscal year 2025 to achieve long-term goals and annual objectives. Additionally for the application, colleges conducted a data analysis by disaggregating data by student populations to ensure all state-determined levels of performance were met and provided a narrative description describing any gaps or disparities in performance for each subpopulation. Colleges were required to submit a performance improvement plan detailing how the college would increase performance for each indicator falling below the state determined level of performance. Colleges were also required to submit a copy of the completed comprehensive local needs assessment and an annual budget.

II.   Programs of Study

Programs of Study Approval

For CTE programs to be funded with federal Perkins dollars, made available under Perkins V, programs must meet or be working towards the State's definition of size, scope, and quality (see Appendix II) in order to be deemed a true program of study. During fiscal year 2025, CTE staff continued to review program of study applications. Programs of Study were considered approved when the nine quality components were met and appropriate evidence to support the quality component narratives was submitted. This fiscal year, CTE staff developed a Program of Study Update Application for approved Programs of Study. This application allows the college to submit revisions or propose additional credentials or degrees to existing approved Programs of Study. These updates were presented at the Perkins Administrators Cohort Meeting in March 2025. **In total, 578 applications have been received as of this writing, with 376 of them approved overall.**

Program of Study Technical Assistance

- Faculty Training- In partnership with the Illinois Community College Board, EdSystems launched a comprehensive faculty training initiative to support community college implementation of the Illinois Model Programs of Study Guides. The training consisted of two virtual workshops: the first introduced faculty to the structure, objectives, and practical applications of the guides, while the second focused on data-informed strategies for aligning programs with regional workforce needs, including hands-on activities using labor market tools. Sixteen participants from five community colleges attended, most with several years of teaching experience but limited previous exposure to the guides. The training significantly built their confidence and understanding, equipping participants to better apply the guides in program planning. Faculty reported challenges such as aligning existing curricula and improving high school

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partnerships and expressed strong interest in continued peer learning and examples of best practice.

- [Model Program of Study Companion Guide](#)- To address the need for actionable strategies in implementing the State of Illinois Model Programs of Study Guides, the Illinois Community College Board and EdSystems have released a new Companion Guide. This resource translates the broad vision of the original guides into concrete steps by offering role-specific recommendations and a systematic approach to pathway development. The Companion Guide covers foundational concepts such as policy context, pathway definitions, and critical program components, and provides a step-by-step process for leveraging labor market data, designing course sequences, and addressing access gaps. It concludes with a flexible implementation checklist designed for both launching new programs and improving existing ones. The guide is adaptable to diverse local contexts and serves as a valuable tool for educators, administrators, and partners committed to building and enhancing effective pathways for Illinois students.

- [2025 Model Program of Study Utilization Report](#)- The State of Illinois Model Programs of Study Guides Utilization Report examined how community colleges across Illinois have adopted and implemented the Model Programs of Study Guides in the Culinary and Hospitality and Human and Public Services sectors. These guides aim to help districts and colleges structure programs that combine strategic dual credit, industry credentials, and labor market alignment. The report details EdSystems' review of multiple community college submissions, analyzes program alignment using established quality rubrics and interviews, and highlights variation in how and why institutions choose specific dual credit offerings. Key recommendations focus on building regional partnerships and reinforcing faculty understanding of program sequencing to better align student opportunities with both postsecondary and workforce requirements, while also addressing ongoing barriers such as instructor credentialing and program awareness.

III. Perkins Programmatic Monitoring

Per Federal Perkins legislation, community colleges are subject to both fiscal and programmatic monitoring. Fiscal monitoring is done by grant compliance staff, and programmatic monitoring is done by CTE Assistant and Associate Directors. Grantees are selected for monitoring based on an annual risk assessment comprised of a number of factors. In fiscal year 2025, staff monitored fiscal year 2023 and fiscal year 2024 federal Perkins grants. There were nine onsite monitoring visits to community colleges conducted for fiscal year 2023 monitoring, and nine onsite visits conducted for fiscal year 2024 monitoring. The colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any institution receiving an Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the

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colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

Section 4: Professional Development and Technical Assistance

I.   **Professional Development and Technical Assistance**

In fiscal year 2025, the ICCB continued partnerships with the Illinois Center for Specialized Professional Support (ICSPS), the Office of Community College Research and Leadership (OCCRL), and Education Systems Center (EdSystems). ICSPS is based out of Illinois State University and specializes in providing professional development and technical assistance to Illinois community colleges and partners with the ICCB on a number of projects and opportunities. OCCRL is based out of the University of Illinois, Urbana-Champaign, and their mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners. EdSystems is based out of Northern Illinois University and specializes in career pathway development and implementation, as well as special projects. ICCB collaborated with ICSPS, OCCRL, and EdSystems on several webinars, conferences, and workshops; these opportunities are summarized below. All three centers are funded through Title I Perkins Leadership funds.

a.   **Forum for Excellence**- The 2024 Forum for Excellence celebrated 22 years in fiscal year 2025 – over two decades of sharing innovation, collaborating to improve the state CTE programs, and networking. The conference theme was *CTAE United We Serve*, in a tribute to the remembrance of September 11, 2001. The Forum took place in East Peoria, Illinois, on September 10 – 11, 2024. The Forum shared innovations and showcased collaboration to improve the state CTE and AE programs, as well as foster networking. This hybrid conference, with its various modalities, offered participants a unique and engaging experience. The Forum hosted 356 registered attendees, who could engage with sessions, colleagues, and vendors both virtually and in person. The Whova App was used for communication, agendas, online networking (with 513 messages and 42 community boards), and more, achieving a 96% download rate among our attendees. We hosted 45 virtual attendees – 34 from adult education and 11 from CTE – with 311 attending in person. The conference opened with an engaging session by Sudie Whalen titled *Achievement Unlocked: Supporting Student Success through CTAE Partnerships*. The Forum also featured plenary sessions sharing the student experience through a Student Success Panel and a stimulating discussion by four college Presidents who shared their thoughts on partnership, innovation, and paths to future success. All materials, presentations, and recordings can be found at https://icsps.illinoisstate.edu/forum-resources.

b.   **Transitions Academy**- The Transitions Academy is designed to assist Adult Education, CTE, and community-based partners in the development of Bridge and ICAPS (Integrated Career and Academic Preparation System), and career pathways programs throughout the postsecondary workforce system. The Transitions Academy is a year-long model of continued support for ICAPS programs and meets colleges where they are in the development and implementation process, with support and professional development. The Academy commences with a convening each fall and persists throughout the year with virtual monthly learning communities, mentoring

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matches, professional learning opportunities, monthly office hours, and regular communication.

- Fall Convening: The Transitions Academy 2024 Fall Convening was delivered online on October 16, 2024, with 125 professionals in attendance. The full-day event was designed to assist partners in developing, strengthening, and updating Bridge and ICAPS programs, as well as expanding partnerships between Adult Education and Career and Technical Education, particularly in relation to the IET/ICAPS models, Illinois Bridge programs, and Illinois Programs of Study. The recordings of the event and materials can be found at https://www.icapsillinois.com/transitions-academy-2024-virtual-fall-convening/. The fall convening featured several interactive sessions:
  - Innovative Ways to Use Other Grants to Support Bridges and ICAPS
  - Resources, Credentials, and DAISI
  - Success through Partnerships with Literacy Chicago and UHCHI
  - Innovations and Examples of ICAPS Marketing
- Cohort Convos: ICSPS and SIPDC also lead an in-person fall event titled Cohort Convos for Success. This workshop was designed to support local programs in planning, strengthening, and updating ICAPS/IETs and increase collaboration between partners. Teams shared and discussed topics, efforts, and initiatives that can best serve their students, teachers, and programs. Teams included instructors, both CTE and training partners and Adult Education administrators, front-line staff, and support providers. This event took place on October 30, 2024, at the ISU Alumni Center in Normal, IL.
- Learning Community: The ICAPS Learning Community meets on the second Thursday of each month from January through May. Learning Community sessions allow programs to share information, ask questions, and learn from one another. The recordings of the Learning Communities can be found at https://www.icapsillinois.com/transitions-academy/
- Spring Event: ICSPS and SIPDC hosted the Transitions Academy spring event in Springfield on March 4, 2025, with a focus on stakeholder engagement, wrap-around supports, and co-enrollment, with a particular emphasis on transitions programs.

c. **New Perkins Administrator Orientation Modules**- The New Perkins Administrator Orientation was targeted towards Illinois Postsecondary Perkins Administrators who have been in the role for less than three years. Themes discussed included the history of Perkins, Perkins V, and Perkins grant compliance and tasks. All sessions were recorded and made available on the ICSPS website as a training tool: https://icsps.illinoisstate.edu/cte/new-perkins-administrator-orientation.
The trainings took place virtually on October 21st (34 attendees), October 28th (28 attendees), November 6th (27 attendees), and November 13th (21 attendees).

d. **Postsecondary CTE Regional Workshops**- Two statewide regional workshops were hosted in fiscal year 2025. The workshops were simulcast to two separate, in-person locations- one location located in a northern part of the state, the other in a central/southern part of the state. Attendees could join a live presenter in one area or

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over the live stream to engage without traveling across the state.

- Regional Workshop #1, November 21, 2024: Moraine Valley Community College and Southwestern Illinois College. Participants heard presentations from Advance CTE about the modernized Career Cluster Framework and from NACEP about quality-focused dual credit.
- Regional Workshop #2, April 15, 2025: Rend Lake College and Prairie State College. Participants were provided with an "Apprenticeships 101" presentation from ICCB CTE staff, as well as a presentation on supporting students experiencing homelessness.

e. **Equity Academy-** On February 28, the Office of Community College Research and Leadership (OCCRL) hosted its spring 2025 Equity Academy at Heartland Community College in Normal, Illinois. With a theme of "Pathways to Equity: Redefining Student Success in Unique Times," the event brought together educators, institutional leaders, researchers and policy advocates for a day of reflection and discussions around issues of equity in higher education. The event focused on redefining what student success means in increasingly complex social and political landscapes. The Equity Academy opened with a welcome from Keith Cornille, president of Heartland Community College, followed by remarks from Jennifer Foster, ICCB's Deputy Executive Director. The keynote address was delivered by Dr. OiYan Poon, co-director of the College Admissions Futures Collaborative at the University of Maryland, College Park, and a faculty affiliate member of OCCRL. Dr. Poon's talk provided a powerful exploration of how those in higher education systems can reimagine institutional norms to create inclusive and equitable learning environments. Additional presenters included Dr. Lisa Castillo Richmond, outgoing director of the Partnership for College Completion, and Dr. Lorenzo Baber, OCCRL's Executive Director.

f. **Illinois Community College Leadership Institute-** The OCCRL hosted the third annual Illinois Community College Leadership Institute. The Institute was sponsored by ICCB and brought together 37 community college practitioners, 10 scholars, and 2 nonprofit executives from across the state. This year's in-person event was hosted at Harper College in Palatine, Illinois. The conference featured Dr. Eboni Zamani-Gallaher, Dean of the College of Education at the University of Pittsburg, who served as a keynote speaker. Participants also enjoyed a tour of Harper College's career and technical education programs before returning to hear more from guest speakers, including, but not limited to, Jim Reed of the Illinois Community College Trustees Association, Dr. Lisa Castillo-Richmond, former Executive Director of Partnerships for College Completion, and Dr. Frank Fernandez of the University of Wisconsin. Panels for the conference included the first alumni panel and the ever-popular, Journey to the Presidency, where Dr. Avis Proctor and Dr. Clyne Namou reflected on their paths to becoming community college presidents.

g. **Perkins Administrator Cohort**- The Perkins Administrator Cohort (PAC) is comprised of postsecondary CTE individuals from the Illinois community college system. It is designed to update and inform and to build awareness and understanding of the processes necessary to navigate the system. The cohort structure utilizes a networking resource to disseminate information, share resources, and provide details on opportunities for professional development. The PAC meeting is held twice a year.

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The fall meeting is planned in coordination with the Forum for Excellence in September, and the spring meeting is held in March to align with the distribution of the Perkins grant guidelines.

h. **Training on Instructional Practices for Postsecondary Success**- Training on Instructional Practices for Postsecondary Success (TIPPS) is a comprehensive professional learning program designed for postsecondary instructors in career and technical education. TIPPS provides an overview of evidence-based practices that strengthen the teaching and learning process. TIPPS is comprised of three instrumental components: Curriculum + Cohort + Coaching. The evidence-based TIPPS curriculum is presented in a series of online modules focused on these objectives:

- Creating optimal conditions for learning in an equitable and effective learning environment.
- Designing an accessible curriculum that embraces learner variability.
- Applying instructional practices that are both rigorous and relevant to increase student engagement.
- Using a balanced assessment and feedback system to inform teaching and learning.

In fiscal year 2025, ICSPS held a virtual cohort launch for TIPPS, setting the stage for focusing on the student experience to create optimal learning conditions. The cohort met once a week for a month while moving through the TIPPS program. Discussion topics focused on creating conditions for learning, designing an accessible curriculum, applying engaging instructional practices, and using a balanced assessment system. Colleges that utilized TIPPS in fiscal year 2025 include:

- Black Hawk College, Lewis and Clark Community College, and Triton College.

Information regarding TIPPS can be found at https://icsps.illinoisstate.edu/cte/tipps.

i. **Adult Learner Guidebook**- ICCB partnered with OCCRL to develop the Adult Learner Guidebook, a resource designed to provide data and guidance on supporting adult learners and their unique needs—particularly those in the **ALICE** population (Asset Limited, Income Constrained, Employed). Through our partnerships with Illinois community colleges and other stakeholders, we bridge trends in practice, policy, and research to better serve this growing and complex student demographic. This guidebook offers insights into key subgroups and stands out for its focus on the ALICE segment of adult learners, many of whom end up in CTE programming. Helping adult learners successfully transition from enrollment to their goals—such as transfer and job placement—requires intentional strategies. To support this work, the guidebook includes common models to help practitioners conceptualize adult learner needs and the critical roles community colleges play in meeting them. In addition, you'll find resources for local and state partners to address these needs effectively across Illinois and beyond.

j. **CLNA Cohort Webinar Series**- ICCB partnered with OCCRL to deliver a virtual CLNA Cohort experience designed to strengthen equity-focused practices in the Comprehensive Local-Needs Assessment process. Through a series of interactive

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webinars, participants explored strategies for identifying root causes, applying culturally responsive pedagogy, analyzing data through an equity lens, and engaging partners to address labor market needs.

- **Session #1**: *Culturally Relevant Pedagogy and Support.* Session #1 focused on culturally responsive practices within the comprehensive local-needs assessment (CLNA) process, emphasizing equity and relevant pedagogy. It introduces a social identity map as a tool for critical self-reflection on personal identities and their influence on interactions and perspectives. The presenters also discuss six equity-minded practices to create a more inclusive learning environment.
- **Session #2:** *Analyzing Data for Equity- Understanding Different Perspectives.* Session #2 focused on analyzing data in the context of the organizational learning theory, which emphasizes how organizations, like individuals, can learn and adapt through different cognitive frames. The module introduces three cognitive frames: diversity, deficit and equity, comparing their distinct strategies for dealing with challenges.
- **Session #3:** *Engaging Partners.* Session #3 is designed to help institutions address labor market needs in Illinois. It covers how to engage partners in the context of identifying labor needs and opportunities, as well as how to define and plan for industry engagement by addressing equity gaps and tapping into opportunity clusters.

Section 5: Civil Rights Compliance

Throughout fiscal year 2025, ICCB CTE staff continued to support training and technical assistance needs as it relates to MOA activities. Staff conducted a three-part "Top 10" webinar series began in February and concluded in March. The topics and links are provided below.

- ✓ Grievance Procedures
- ✓ Notices of Nondiscrimination
- ✓ Web Accessibility

These trainings provided participants with concrete steps that they can take to address issues with grievance procedures, notices of nondiscrimination, and web accessibility, as well as outlined the federal guidance for each.

Additionally, ICCB continued its obligation of effort by the ICCB to the U.S. Department of Education, Office for Civil Rights (OCR) Methods of Administration (MOA) program. Each year, the ICCB is required to conduct four civil rights reviews at Illinois community colleges. Under the new MOA State Plan, these reviews place a more concerted focus on technical assistance than on compliance. The ICCB utilizes a targeting plan to identify which colleges will receive a review. The targeting plan and subsequent criteria have been reviewed and deemed acceptable by the OCR.

For more information, please visit the following website:
https://www.ilcivilrightsreview.com/.

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Section 6: Additional Initiatives, Projects, and Achievements

I. Pipeline for the Advancement of the Healthcare Workforce (PATH) Grant

During its first three years of implementation, beginning July 1, 2022, 65 million dollars was awarded to Illinois Community Colleges to mitigate the shortages in the healthcare workforce, particularly for occupations that were exacerbated by the COVID-19 pandemic. Modeled after the ICCB's Workforce Equity Initiative, PATH combines barrier-reduction efforts with program development and capacity-building to increase the number of individuals, particularly those underrepresented in the workforce, entering "priority" healthcare occupations. The grant continues to be successful, with many colleges noting that PATH funds have made it possible for them to hire healthcare-specific success coaches, which, in turn, has increased program retention and licensure exam pass rates. Additionally, more students are familiar with the PATH program. Furthermore, the PATH grant has provided colleges with the opportunity to strengthen partnerships, to support educator and workforce pipelines, while also purchasing equipment for healthcare programs and assisting students with financial barriers, including living expenses during clinicals.

Successes: The program's third year 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 was an in-person workshop held at Parkland College in May. Additionally, ICCB staff worked with Mouve Film to create a PATH feature video (Path Feature on Vimeo). The video includes interviews with three healthcare students and highlights the importance PATH funding played in their successes. Finally, **enrollment in PATH-eligible programs increased by nearly 3,500**. Table 1 below shows data collected at the end of the fiscal year 2025 PATH grant year.

The project focuses on three underrepresented groups of students who might not otherwise be successful or able to enroll in healthcare programs: incumbent workers already in the healthcare workforce looking to continue their education and advance their careers; new, entering students on a healthcare pathway; or low-income, first generation, and minority students as a subset of the target populations.

Each community college was awarded a base amount of $100,000 and an additional amount of funding based upon program completions in eligible healthcare programs, with priority programs weighted higher within the allocations. Seven healthcare programs were identified as being priority programs, including Emergency Care Attendant, Emergency Medical Technology/Technician, Respiratory Care Therapy/Therapist, Registered Nursing/Registered Nurse, Perioperative/Operating Room and Surgical Nurse/Nursing, Licensed Practical/Vocational Nurse Training and

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Nursing Assistant/Aide and Patient Care Assistant/Aide. A full listing of all allowable healthcare programs is included in Appendix III.

FY 2025 PATH Program Outcomes (Year 3)	
Number of Employers Engaged	1,177
Number of Newly Developed Healthcare Programs	22
Number of Expanded Healthcare Programs	45
Total Number of Students Enrolled	28,184
Total Number of Students Receiving Barrier Reduction Funding:	12,154
Total Number of Program Completers*	15,632

Includes both credit and non-credit programs

PATH Student Success Story- *Jose, Illinois Central College*
Jose, a student at Illinois Central College, found success in nursing because of the PATH Program. Jose started working at Carle Methodist Hospital when he was in high school. Throughout his 20 years there, he held many roles—kitchen staff, nurse's aide, program assistant, and security guard. He found his passion for caring for others when he started working in direct patient care roles. During his last year as a security guard, Jose enrolled in the RN program at Illinois Central College. After completing his first semester of nursing school, Jose suffered a life-threatening dissecting aorta and had to have extensive post-cardiac treatment and rehabilitation. ICC allowed him to attend is second semester classes via Zoom. Once he was cleared by his cardiologist, Jose returned to clinicals to catch up in skills lab. He made up the remaining hours over the summer between his first and second year and completed the program on time. In May 2024, Jose became a first-generation college graduate. PATH assisted him with his course tuition and program fees and his background check, NCLEX exam fee, and RN license fee. He passed the NCLEX examination in June and plans to work at OSF St. Francis Medical Center in Peoria.

II. <u>Rev Up EV! Community College Electric Vehicle Technology Initiative</u>

 The Rev Up EV Community College initiative is intended to promote the scale of EV technology programs, as well as advanced manufacturing programs that support EV infrastructure, and is modeled after the PATH program. The state has prioritized supporting the initiative across fiscal years 2024-2026, fueling student interest through career exploration activities, hiring events, the EV showcase, full and part-time student enrollment in eligible priority programs, and participation in eligible adult education bridge programs. Students enrolled are gaining in-demand skills and knowledge needed to succeed in the electric vehicle technology workforce.

Since 2024, ICCB has awarded $21 million dollars to 32 Illinois community colleges to support capacity-building and program development with student success and barrier-reduction efforts at the forefront. The focus of Rev Up EV curricula includes development and expansion of education and training programs that integrate skills from overlapping sectors into EV Technology and advanced manufacturing from production to maintenance through traditional automotive, hybrid, and diesel programs, to installation and maintenance of critical infrastructure in electrical, engineering, and manufacturing sectors. Credentials attained include OSHA-10, Forklift Operator, NC3 Tools, High-Voltage Battery, and ASE EV level 1 and level 2. Faculty education and training and employer and education partner engagements have been critical to advancing curricula development to integrate skills into Rev Up EV priority programs. Rev Up EV serves a variety of learners with pathways in dual credit (high school), community education (noncredit), adult education (noncredit), career and technical education (credit), and competency-based education (credit and noncredit). There have been many successes with the Rev Up EV initiative, including awarding student scholarships, tuition assistance, and transportation stipends.

Four Rounds of Rev Up EV
Round 1 - Twenty-five (25) Illinois community colleges submitted applications for the fiscal year 2024 Rev Up EV grant. All applications were awarded per requested revisions from ICCB with six (6) colleges awarded for objective A and nineteen (19) colleges awarded for objective B.

Round 2 - Five (5) Illinois community colleges submitted applications for the fiscal year 2025 round 2 Rev Up EV grant, and all applicants were awarded. Three (3) colleges were awarded for objective A, and two (2) colleges were awarded for objective B.

Round 3 – Twenty-one (21) Illinois community colleges submitted applications for the fiscal year 2025 round 3 Rev Up EV grant, and nineteen (19) applicants were awarded.

Continuation – Ten (10) eligible Illinois community colleges submitted applications

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for the fiscal year 2026 continuation round of the Rev Up EV grant, and all applicants were awarded.

Rev Up EV Video Series
ICCB and IGEN partnered with Mouve Film to create the following videos, showcasing the positive impact this grant has made on students and communities throughout Illinois.

- [Rev Up Overview](#)
- [Student Success Story](#), Joe from College of Lake County

Partnership with the Illinois Green Economy Network
The Illinois Green Economy Network (IGEN) coordinates industry collaborative events annually for the Rev Up EV initiative and the EV network. Additionally, IGEN team members provide technical assistance, coaching, and assist with curriculum and pathway development to support grant goals and outcomes. IGEN facilitates monthly meetings for the EV network, where the organization introduces specialized electric vehicle (EV) and EV safety training opportunities. Since June 2024, faculty have had several options for professional development, including attending the Advanced Vehicle Technology Group's (AVTG) day training, which is held at several locations, including Joliet Junior College, Legacy EV, Sinclair Community College in Ohio, Weber State University in Utah, and participating in an international exchange with the Otago Polytechnic from New Zealand Technical College. Weber State University's program features two online modules followed by a weeklong in-person bootcamp, whereas the Otago Polytechnic training explores topics a bit more in-depth likely due to New Zealand being an island nation. Over twenty (20) community college instructors enrolled and participated in training with Otago Polytechnic in 2025.

Partnership with EdSystems at Northern Illinois University
In partnership with EdSystems, the Rev Up EV initiative convened two advisory groups in 2025. The first group provided broad comments and updated guidance on pathways in Automotive and Clean Energy in the Model Program of Study Guides for Manufacturing and Engineering and Architecture, Construction, and Energy. The purpose of the second advisory group is to provide comments and feedback on desired industry competencies and to develop a Competency-Based Education (CBE) framework that priority program areas at colleges can adopt.

- [Incorporating Clean Energy in the Model Programs of Study Guides](#)- Together with the ICCB and the Clean Energy Working Group, EdSystems updated the State of Illinois Model Programs of Study Guides in Architecture, Construction, Energy, and Manufacturing and Engineering to incorporate pathways to clean energy careers. These guides reflect the latest industry needs and incorporate feedback from a working group. The Architecture, Construction, and Energy guide now includes expanded information about the clean energy industry, a newly developed electric vehicle course sequence, updated postsecondary options reflecting evolving training opportunities, and additional select occupations crucial to the sector's future. Similarly, revisions to the Manufacturing and Engineering guide have added information on clean energy industries and identified key occupations linked to the state's growing demand

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for sustainable technologies.

Rev Up EV Outcomes *(as of October 30, 2025)*		
Students	**Programs + PD**	**Partners**
19,914 students engaged	148 programs developed	1,234 employers engaged
6,561 students enrolled	162 programs revised or expanded	909 education partners engaged
4,033 dual credit students	484 professional development enrollments	

*All figures in this chart are preliminary until verified by ICCB.

III. <u>Taking Back the Trades! Trades School Grant Program</u>

The fiscal year 2025 Trades School Grant Program is a $5 million State-funded initiative. The purpose of this grant is to provide access and strengthen pathways to careers in the "trades" for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other relevant indicators. Primarily, programs should serve students enrolled in high school (including alternative high schools), particularly those in their junior and senior years, but may also create partnerships and pathways with middle schools for career awareness and exploration activities for middle school-age students. For many years, the term "trades" has had a negative connotation; this grant initiative aims to reclaim that term. For this grant, "trades" are defined as technical occupations in the following sectors:

1. Architecture and construction
2. Energy
3. Healthcare
4. Information Technology
5. Manufacturing
6. Science, Technology, Engineering & Mathematics
7. Transportation, Distribution & Logistics

The objectives of this grant are threefold and are intended to increase awareness and access to sustainable wage employment in the trades for youth. Objective 1: Career exploration; Objective 2: Seamless pathways/credential attainment; Objective 3: Paid work-based learning opportunities. Twenty community colleges were awarded the grant, those colleges, along with their respective trade focus and award amount, are noted in Appendix V.

Trade School Grant Program Convening

On July 16, 2025, ICCB hosted its first Trade School Grant Program Convening at Parkland College. The event brought together representatives from 15 community colleges that received Taking Back the Trades! grant awards in fiscal years 2023, 2024, and 2025. The convening provided a collaborative space for grant recipients to share their challenges, successes, and strategies for sustainability and scalability within their

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Trades Grant initiatives. Representative La Shawn Ford provided a brief welcome and delivered remarks emphasizing the importance of the Taking Back the Trades initiative. Presentations were also provided by Carl Sandburg College and Shawnee Community College. Participants also had an opportunity to visit Parkland College's Career Exploration room, which was supported with Trade School Grant funds. This interactive room is filled with a variety of simulators that allow youth to explore various trades. The day ended in an engaging discussion that allowed participants to share ideas to advance trades programs at community colleges.

Trades Grant Student Success Story- From High School to College, *Rend Lake College*
From high school to college, a Rend Lake College student and aspiring diesel mechanic is taking back the trades. While attending Waltonville High School in 2024, the student took advantage of dual credit classes that included comprehensive Manufacturing Skill Standards Council (MSSC) training. This training provided essential front-line knowledge and hands-on experience, opening new opportunities in the trades field. The student secured employment at the NAPA Distribution Center in Mt. Vernon, where they were able to apply the skills and competencies gained through dual credit coursework. Supported by the Trades School Program Grant, the student received financial assistance and specialized training, ultimately earning MSSC certification before graduating from high school. Building on this success, the student chose to continue their education at Rend Lake College, pursuing a postsecondary degree in Welding Technology.

IV. **Perkins Leadership Grant**
The fiscal year 2024 Perkins Leadership Grant commenced on January 15, 2024, and ended on December 31, 2024. This grant funding was provided through Title I Perkins Leadership funds and totaled $600,000. In total the ICCB received 18 grant applications, and ultimately ended up funding ten due to limited funding. Applicants were able to choose from three objectives which are as follows: aligning the College and Career Pathways Endorsements (CCPE) framework with postsecondary programs of study; enhancing student-centered support services; and modernization and innovation of equipment. Grantees, award amounts, and project summaries can be found in Appendix VI.

V. **Correctional Education- CTE Funding and Programming**
ICCB provides funding to support CTE programming in the Illinois Department of Corrections (IDOC). In fiscal year 2025, IDOC received $503,080.00 in Federal Perkins funding and $800,000.00 in State CTE funding. The IDOC contracted with Danville Area Community College, Kaskaskia College, and Lake Land College to provide CTE programming in 25 correctional facilities (see Appendix IV). Funding was utilized towards equipment, supplies, and professional development.

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Appendices

I. CTE Programs Approved as of August 2025
Career & Technical Education Program Totals by College & Program Type

College	AAS	CERT 30+	CERT less than 30	TOTALS
Kaskaskia College	35	31	46	112
College of DuPage	73	56	123	252
Black Hawk College	23	15	24	62
Triton College	36	32	60	128
Parkland College	37	17	53	107
Sauk Valley Community College	14	3	22	39
Danville Area Community College	28	17	31	76
Kennedy-King College	20	21	29	70
Harold Washington College	10	11	14	35
Malcolm X College	15	9	16	40
Harry S Truman College	15	16	22	53
Olive Harvey College	15	15	21	51
Richard J Daley College	17	18	15	50
Wilbur Wright College	17	12	17	46
Elgin Community College	33	25	66	124
South Suburban College	28	22	47	97
Rock Valley College	24	13	51	88
Harper College	38	28	81	147
Illinois Valley Community College	22	17	47	86
Illinois Central College	39	17	45	101
Prairie State College	22	21	45	88
Waubonsee Community College	21	17	33	71
Lake Land College	51	46	56	153
Carl Sandburg College	16	13	11	40
Highland Community College	17	16	29	62
Kankakee Community College	19	29	69	117
Rend Lake College	25	19	63	107
Southwestern Illinois College	53	32	76	161
Kishwaukee College	15	8	34	57
Moraine Valley Community College	32	26	76	134
Joliet Junior College	52	39	74	165
Lincoln Land Community College	30	17	40	87
Morton College	16	11	30	57
McHenry County College	37	16	81	134
Illinois Eastern Community College*	30	17	41	88
John A Logan College	29	16	33	78

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Shawnee Community College	13	11	27	51
College of Lake County	35	29	86	150
Southeastern Illinois College	12	10	16	38
Spoon River College	10	6	30	46
Oakton College	31	28	93	152
Lewis & Clark Community College	30	28	60	118
Richland Community College	23	31	62	116
John Wood Community College	26	19	22	67
Heartland Community College	11	6	57	74
TOTALS	**1195**	**906**	**2074**	**4175**

II. <u>**Illinois Postsecondary Program of Study Criteria**</u>

Size:

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- The size of the program appropriately meets the local labor market demand.

Scope:

- A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- The scope of a program must be specified through curricular development, evaluation, and revision.
- Program scope must be defined in consultation with all stakeholders, including business and industry.

Quality:

1. **Development and Engagement**: All programs of study must be developed through secondary and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process.
2. **Employer-Informed Competencies and Skills**: Programs of study must align instruction with employer-informed technical and essential employability competencies conducive to a high-skill, high-wage, and in-demand occupation.
3. **Instructional Sequence**: Programs of study must provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.
4. **Work-Based Learning**: Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

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- Team-based challenges and/or Career and Technical Student Organizations (CTSOs); and
- One or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.

5. **Recruitment and Access**: Programs of study must ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses.
6. **Academic Instruction and Supports**: Programs of study must include challenging academic instruction and wraparound services to facilitate successful student progression.
7. **Instructors**: Program of study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications.
8. **Facilities and Equipment**: Programs of study must be offered in accessible facilities that use industry-standard technology and equipment.
9. **Continuous Improvement:** Programs of study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees.

III. <u>PATH-Eligible Healthcare Programs</u>

PATH-Eligible Programs		
Program	CIPS	PATH Eligibility
Health Services/Allied Health/ Health Sciences, General.	510000	Included
Dental Hygienist	510602	Included
Hospital and Health Care Facilities Administration/ Management.	510702	Included
Health Unit Coordinator/Ward Clerk.	510703	Included
Medical Office Management/ Administration.	510705	Included
Health Information/Medical Records Administration/ Administrator.	510706	Included
Health Information/Medical Records Technology/Technician.	510707	Included
Medical Transcription/ Transcriptionist.	510708	Included
Medical Office Assistant/Specialist.	510710	Included
Medical Reception/Receptionist.	510712	Included
Medical Insurance Coding Specialist/Coder.	510713	Included
Medical Insurance Specialist/Medical Biller.	510714	Included
Medical Administrative/Executive Assistant and Medical Secretary.	510716	Included
Medical Staff Services Technology/Technician.	510717	Included
Long-Term Care Administration Management	510718	Included
Disease Registry Data Management.	510721	Included
Medical/Clinical Assistant.	510801	Included
Clinical/Medical Laboratory Assistant.	510802	Included

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Occupational Therapist Assistant.	510803	Included
Pharmacy Technician/Assistant.	510805	Included
Physical Therapy Assistant.	510806	Included
Anesthesiologist Assistant.	510809	Included
Emergency Care Attendant (EMT \Ambulance).	510810	Included; Weighted
Allied Health and Medical Assisting Services, Other.	510899	Included
Cardiovascular Technology/Technologist.	510901	Included
Electrocardiograph Technology/Technician.	510902	Included
Electro neurodiagnostic/Electroencephalographic Technology/Technologist.	510903	Included
Emergency Medical Technology/Technician (EMT Paramedic).	510904	Included; Weighted
Nuclear Medical Technology/Technologist.	510905	Included
Medical Radiologic Technology/Science - Radiation Therapist.	510907	Included
Respiratory Care Therapy/Therapist.	510908	Included; Weighted
Surgical Technology/Technologist.	510909	Included
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician.	510910	Included
Radiologic Technology/Science - Radiographer.	510911	Included
Polysomnography.	510917	Included
Mammography Technology/Technician.	510919	Included
Magnetic Resonance Imaging (MRI) Technology/Technician.	510920	Included
Clinical/Medical Laboratory Technician.	511004	Included
Histologic Technician.	511008	Included
Phlebotomy Technician/Phlebotomist.	511009	Included
Sterile Processing Technology/Technician.	511012	Included
Substance Abuse/Addiction Counseling.	511501	Included
Psychiatric/Mental Health Services Technician.	511502	Included
Community Health Services/Liaison/ Counseling.	511504	Included
Mental Health Counseling/Counselor.	511508	Included
Mental and Social Health Services and Allied Professions, Other.	511599	Included
Health Aide.	512601	Included
Home Health Aide/Home Attendant.	512602	Included
Registered Nursing/Registered Nurse.	513801	Included; Weighted
Perioperative/Operating Room and Surgical Nurse/Nursing.	513812	Included; Weighted
Licensed Practical/Vocational Nurse Training.	513901	Included; Weighted
Nursing Assistant/ Aide and Patient Care Assistant/ Aide.	513902	Included; Weighted

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IV. Illinois Department of Corrections Community College Providers – Fiscal Year 2025 CTE Programming

Correctional Institution	Home District	Community College Provider
Big Muddy River Correctional Center	Rend Lake College	Lake Land College
Centralia Correctional Center	Kaskaskia College	Kaskaskia College
Danville Correctional Center	Danville Area Community College	Danville Area Community College
Decatur Correctional Center	Richland Community College	Lake Land College
Dixon Correctional Center	Sauk Valley Community College	Lake Land College
East Moline Correctional Center	Black Hawk College	Lake Land College
Graham Correctional Center	Lincoln Land Community College	Lake Land College
Hill Correctional Center	Carl Sandburg College	Lake Land College
Illinois River Correctional Center	Spoon River College	Lake Land College
Jacksonville Correctional Center	Lincoln Land Community College	Lake Land College
Joliet Treatment Center	Joliet Junior College	Lake Land College
Kewanee Life Skills Re-entry Center	Black Hawk College	Lake Land College
Lawrence Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Lincoln Correctional Center	Heartland Community College	Lake Land College
Logan Correctional Center	Heartland Community College	Lake Land College
Murphysboro Life Skills Re-Entry Center	John A. Logan College	Lincoln Land College
Pinckneyville Correctional Center	Rend Lake College	Lake Land College
Robinson Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Shawnee Correctional Center	Shawnee Community College	Lake Land College
Sheridan Correctional Center	Illinois Valley Community College	Lake Land College
Southwestern Illinois Correctional Center	Southwestern Illinois College	Lake Land College
Taylorville Correctional Center	Lincoln Land Community College	Lake Land College
Vandalia Correctional Center	Lake Land College	Lake Land College
Vienna Correctional Center	Shawnee Community College	Lake Land College
Western Illinois Correctional Center	John Wood Community College	Lake Land College

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V. <u>Trades School Grant Program Awardees</u>

FY2025 Trade School Program Grant Awards		
College	**Award Amount**	**Trades Sector Focus/Foci**
Carl Sandburg College	$146,350	Healthcare, Manufacturing, STEM, Transportation, Distribution & Logistics
College of DuPage	$150,000	Industrial Maintenance Mechanics
Elgin Community College	$299,000	Manufacturing and Healthcare
Illinois Valley Community College	$300,000	TDL
John A. Logan College	$300,000	Installation, Maintenance, and Repair Occupations: Specifically, HVAC and Facilities Maintenance
Kaskaskia College	$300,000	Manufacturing, TDL
Lake Land College	$150,000	Maintenance Technician
Lewis & Clark Community College	$300,000	Aviation (ACES)
Lincoln Land Community College	$150,000	Healthcare
McHenry County College	$150,000	Healthcare
Oakton College	$300,000	Artificial Intelligence (AI)
Parkland College	$299,394	Architecture and Construction, Healthcare, IT, Manufacturing, and STEM Sectors
Prairie State College	$300,000	Diesel Scanner Diagnostics Certification Program
Rend Lake College	$154,898	Manufacturing
Richland Community College	$247,600	Manufacturing
Rock Valley College	$300,000	Healthcare, TDL, Automotive
Shawnee Community College	$300,000	Healthcare
Southeastern Illinois College	$264,474	Diesel Technology, Heavy Equipment, Industrial Maintenance
Southwestern Illinois College	$221,470	Healthcare and Manufacturing
Triton College	$300,000	Cosmetology

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VI. Perkins Leadership Grant Program Awardees

College	Award Amount	Project Summary
Kennedy-King College	$100,000	Expand current Air Con/HVAC program to include Industrial Maintenance with the adoption of a Building Maintenance lab.
Richland Community College	$89,276	Create a Career & Technical Services (CTE) Navigator position to work as an advocate for students in removing barriers to success.
Oakton College	$100,000	Expand current part-time Work-based Learning Navigator position to two full-time positions to provide more support to students and to help expand work-based learning programs, including internship and apprenticeship programs.
Heartland Community College	$100,000	Utilize SkillsUSA to modernize and enhance CTE programs and to smooth the transition for secondary students.
Rock Valley College	$99,995	Provide middle schools in underserved areas with an introductory experience to Career and Technical Education in areas of Automotive, Aviation, Welding, Mechatronics, Engineering, Electronics, Mechanical/Manufacturing, Computer Programming, and Cybersecurity.
South Suburban College	$100,000	Update equipment infrastructure for the Radiology and Medical Imaging programs and explore stackable credential options for the Imaging Professionals and Imaging Informatics Professional (IIP) certification.
Harry S. Truman	$75,478	Modernize and improve Cosmetology and Barbering facilities, equipment, and faculty development. Purchase equipment and technology to simulate an industry-relevant salon experience.
Lake Land College	$65,700	Offer summer camps to students in grades 5 through 8 to increase awareness of college's CTE programs, including agriculture, business, communication, healthcare, and technology.
Rend Lake College	$50,557	Develop and implement a forklift operator industrial credential program offered as a standalone program and as an additional credential for the Manufacturing/Machining Program of Study.
Kishwaukee College	$55,013	Alleviate financial burdens related to testing fees, offer preparatory programs

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		for specific exams, and establish a Testing Proctor position to meet the needs of Health Science students and to provide a simulated testing experience for high-stakes exams.
Total		**$836,019**

VIII. CTE Staff Contact Information

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Stephanie Sloan	Assistant to Executive Staff	stephanie.sloan@illinois.gov	(217) 558-4679

IX. Resources

1. Illinois State Plan for Perkins V: https://www.iccb.org/divisions/career-and-tech-education/resources/
2. Model Programs of Study Guides: https://edsystemsniu.org/model-programs-of-study-guides/
3. Programs of Study Expectations Tool: https://www.iccb.org/cte/wp-content/uploads/2020/05/POS-Expectations-Tool-Final-FILLABLE.pdf
4. Program Review Portal (OCCRL): https://occrl.illinois.edu/pri
5. PATH Program webpage (ICCB): https://www.iccb.org/path/
6. ICSPS: https://icsps.illinoisstate.edu/
7. OCCRL: https://occrl.illinois.edu/
8. EdSystems: https://edsystemsniu.org/
9. EdSystems CBE work: https://edsystemsniu.org/project/community-college-cbe-pilot-project/

Illinois Community College Board

FISCAL YEAR 2024 NONCREDIT STRATEGIES AT WORK GRANT FINAL REPORT

The FY2024 Noncredit Strategies at Work Grant Final Report provides a summary of activities and outcomes for the Noncredit Strategies at Work Grant initiative. This $5 million state funded grant aims to increase responsiveness to employer needs and workforce shortages by building capacity and strengthening the impact of noncredit workforce training at community colleges. 44 community colleges participated in SFY2024 (January 1, 2024-March 31, 2025). In its first year, the grant initiative yielded positive outcomes serving over 9,700 participants (duplicated) and 461 unique employers.

STRATEGIES AT WORK

NONCREDIT WORKFORCE TRAINING REPORT

ILLINOIS COMMUNITY COLLEGE BOARD

NSAW FY24

ICCB

TABLE OF CONTENTS

INTRODUCTION

In FY24, the Illinois Community College Board (ICCB) was awarded a state grant to increase responsiveness to employer needs and workforce shortages by building capacity and strengthening the impact of noncredit workforce training at community colleges. The FY24 Noncredit Strategies at Work (NSAW) grant was funded 4.8 million dollars to 44 community colleges and ran from January 1st, 2024, through March 31st, 2025. These offerings allow students and employees to gain critical skills quickly, filling urgent workforce gaps and providing employers with flexible, cost-effective solutions to meet evolving needs. For the purposes of the NSAW Grant, noncredit workforce training is defined as training, not tied to college credit hours, that results in short-term certificates, industry-recognized certification, or other occupational credentials.

As part of the grant, the ICCB developed a Noncredit Survey in August 2023 to inform the agency on how to develop the grant. The survey identified the following:

- Small businesses have the greatest need for training assistance.
- Employers need both technical training as well as professional development for employees on leadership, communication, and problem-solving, in addition to essential employability skills.
- Training needs are driven by in-demand sectors, with the majority identifying manufacturing and healthcare as the greatest requests for training.
- Challenges to meeting customized training needs of business partners include cost of training and having available and qualified instructors.

Findings underscore the importance of targeted, responsive programming to ensure Illinois' workforce remains competitive. Small businesses face unique challenges in accessing training due to limited resources, and the survey revealed a clear demand for both industry-specific techni-

cal skills and broader professional development opportunities. By capturing input from employers across the state, the ICCB was able to design the NSAW grant to directly address these needs and remove barriers that often prevent workers and businesses from participating in training.

As the largest workforce training provider in the state, the Illinois Community College System was well poised to begin addressing the above points. With established relationships in local communities, a history of delivering high-quality instruction, and the flexibility to adapt programs quickly, community colleges are uniquely equipped to provide both the technical expertise and essential employability skills that drive individual advancement and statewide economic growth. Building on these foundations, the following outcomes illustrate the measurable impact of the NSAW grant and the ways in which it strengthened workforce capacity across Illinois.

Illinois community colleges served 9,741 participants (duplicated).

461 unique employers were engaged in training activities.

OVERVIEW

Noncredit training is a critical function designed to allow the community colleges to be nimble and swift in response to employer, employee, and student training aligning to one of the ICCB's strategic goals across the state:

Goal 3: *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 economic mobility through increased credential attainment.*

The FY24 NSAW Grant aimed to continue building the capacity and impact of noncredit workforce training. Through the grant, Illinois' community colleges served 9,741 participants (duplicated) in both employer and nonemployer-connected trainings. Additionally, 461 unique employers engaged in trainings and services using grant support. Furthermore, manufacturing, healthcare, and education and training, were the most in-demand sectors to receive training through the grant.

However, noncredit workforce training is not financial aid eligible, and there are limited state and federal funds that support this function. The need for funding to meet the growing demand for noncredit training has increased as costs for employers, students, and employees have grown as well as technological advancements have been made in the workplace. The dedicated funding through the grant was designed to support community colleges in expanding their noncredit offerings and implementing innovative solutions to workforce challenges.

[1] Employer Training – customized trainings such as essential employability skills, leadership training, onsite skill specific training (e.g. CNC) offered to specific employers.

[2] Nonemployer Training - Noncredit trainings such as welding or phlebotomy offered through the colleges that are industry specific, not employer specific.

[3] Employer Services – Services such as contract procurement, safety audits, process reviews, etc.

OUTCOMES

In FY24, the NSAW Grant provided 461 employers customized trainings and business solution services. Of the 461 employers, 224 were minority and/or women owned businesses, and 257 were classified as small businesses with 500 employees or less.

Additionally, 9,741 participants (duplicated) received training. Many of those participants took advantage of multiple training opportunities to enhance their career development, improve employability, and/or upskill with their current employer. For those participants, 3,858 credentials were awarded. Alongside the employer connected work, community colleges also provided non-employer connected trainings in in-demand sectors, resulting in 4,219 participants with 2,843 credentials awarded. Health science, education and training, and business management administration were the top three training sectors offered through non-employer connected trainings.

Manufacturing, human services, and education and training were the 3 leading industries with 2,441 participants in manufacturing, 350 in human services, and 341 in education and training. These trainings and services are vital resources that strengthen the workforce across Illinois
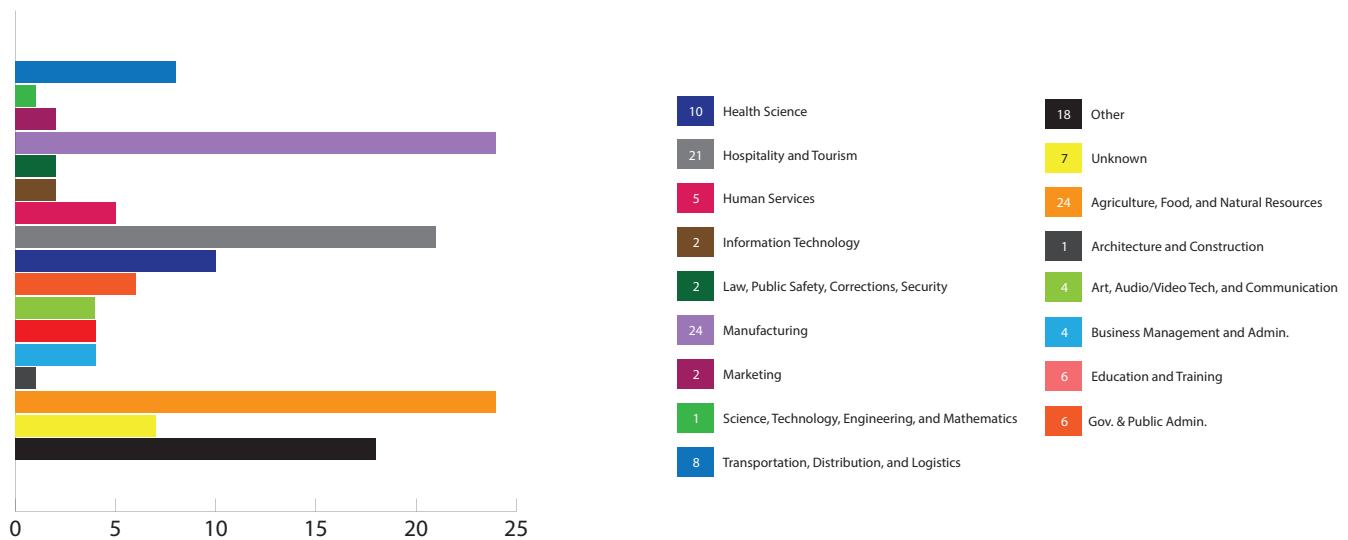
The distribution of participants by industry sector shows the breadth of noncredit training supported through NSAW. Health science, education and training, and business management emerged as leading areas of engagement, reflecting statewide demand for skills in essential service and high-growth fields. This data highlights how community colleges are aligning training opportunities with industry needs to prepare a diverse workforce.

•Total Participants by Industry Sector •

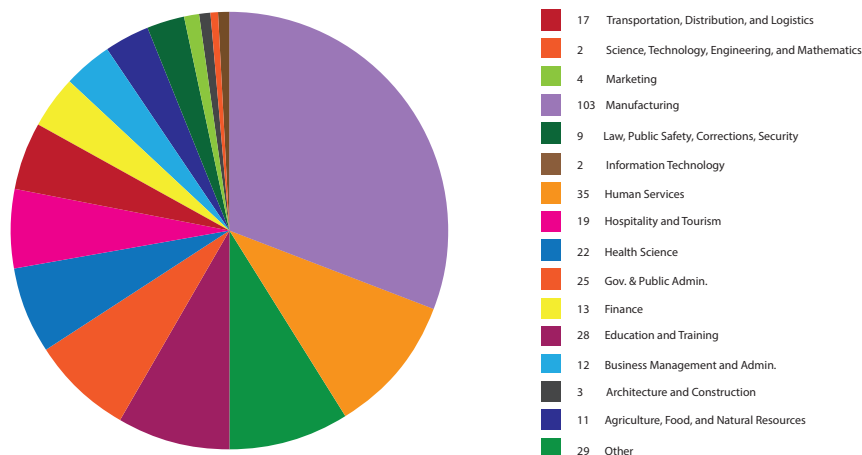|			
290	Gov. & Public Admin.	279	Other
325	Health Science	182	Agriculture, Food, and Natural Resources
107	Hospitality and Tourism	150	Architecture and Construction
350	Human Services	36	Art, Audio/Video Tech, and Communicaton
7	Information Technology	212	Business Management and Admin.
30	Law, Public Safety, Corrections, Security	341	Education and Training
2441	Manufacturing	111	Finance
8	Marketing		
15	Science, Technology, Engineering, and Mathematics		
119	Transportation, Distribution, and Logistics		

• Employer Connected Service by Total Industry Sector •

Employer-connected services spanned multiple sectors, with manufacturing, human services, and education and training representing the largest areas of activity. These services provided targeted support such as customized leadership training, technical skills development, and process improvements, illustrating the flexibility of noncredit programs to meet unique employer needs.

10	Health Science	18	Other
21	Hospitality and Tourism	7	Unknown
5	Human Services	24	Agriculture, Food, and Natural Resources
2	Information Technology	1	Architecture and Construction
2	Law, Public Safety, Corrections, Security	4	Art, Audio/Video Tech, and Communication
24	Manufacturing	4	Business Management and Admin.
2	Marketing	6	Education and Training
1	Science, Technology, Engineering, and Mathematics	6	Gov. & Public Admin.
8	Transportation, Distribution, and Logistics		

• Number of Employers by Sector •

The number of employers engaged in training reflects strong partnerships across industries and the value of noncredit solutions in addressing workforce challenges. Small businesses and minority- or women-owned businesses represented a significant portion of participating employers, showing that NSAW funding supports not only statewide economic growth but also equity and access in workforce development.

17	Transportation, Distribution, and Logistics
2	Science, Technology, Engineering, and Mathematics
4	Marketing
103	Manufacturing
9	Law, Public Safety, Corrections, Security
2	Information Technology
35	Human Services
19	Hospitality and Tourism
22	Health Science
25	Gov. & Public Admin.
13	Finance
28	Education and Training
12	Business Management and Admin.
3	Architecture and Construction
11	Agriculture, Food, and Natural Resources
29	Other

ILLINOIS COMMUNITY COLLEGE BOARD

SUCCESS STORIES

Beyond the data, the impact of the NSAW Grant is best illustrated through the stories of employers and participants whose organizations and lives were transformed by noncredit training. From small businesses addressing skill shortages, to community organizations strengthening leadership, to individuals gaining new credentials and advancing their careers, these stories highlight the human side of workforce development. They demonstrate how Illinois community colleges serve as trusted partners, creating opportunities that not only meet immediate needs but also foster long-term growth for students, employers, and communities across the state.

Rend Lake College, Ina, IL

Sauk Valley Community College, Dixon, IL

Justin Dodd
**Employability Skills Training:
Communication Skills and Teamwork**

Justin is an early-career employee and serves as a Career Specialist at Man-Tra-Con. Coupled awith the ICCB subsidized training and the established Man-Tra-Con/ RLC communication + partnership, helped guide him toward this training.

The program helped Justin to hone his skills in teamwork, decision making, collaboration, problem solving, conflict management, nonverbal communication, critical thinking, and active listening. Justin earned two digital credentials for the work he successfully completed: Communication Skills and Teamwork.

"I had such a good time on the first day though that I was genuinely looking forward to day 2."

Paz Martinez, Jr.
Entry-Level Auto Technician, Welding for Veterans, and Career Development Workshop

When Paz was diagnosed with Leukemia, he decided to retire early and spend more time with his family Paz is a lifelong learner, and now he is retired and he wants to help people with auto and home repairs. The non-credit Entry-level Auto Tech and Welding for Veterans programs provided Paz with the basic knowledge, tools, and safety equipment to reach his goals and help his community.

After Paz completed the Welding for Veterans program, he enrolled in the for-credit Multi-craft Technology Associate's Degree program. He has since completed the HVAC portion and received a certificate and is enrolled in the electrical portion of the program in the fall of 2025. Paz's long-term goal is to create a non-profit to help people in the community with repair services.

Chris Lockhart
Process Operator Program

Prior to enrolling, Chris Lockhart was working full-time as a laborer in the petrochemical field. While gaining valuable hands-on experience, Chris was looking for an opportunity to advance his career within the industry by developing new skills and expanding his knowledge. As someone aiming to transition into operations, enrolling in JJC's Petro program was a natural step toward achieving Chris's career goals.

Chris chose the career program at JJC because it offered a direct pathway into the petrochemical industry with a strong focus on hands-on, practical training.

The Petro program provided Chris with the knowledge and skills needed to take the next step in his career. It helped him secure an interview with ExxonMobil, giving him the opportunity to apply what he's learned and showcase his readiness for the industry.

"...the instructors were fantastic, always willing to answer questions thoroughly and ensure we fully understood the material."

- Chris Lockhart

"Being part of this program completely shifted my mindset and helped me realize what I'm truly capable of. I feel more confident stepping into my future because I now have the tools and experience that set me apart."

- Paz Martinez, Jr.

"This course enabled me to obtain a state-issued CDL by meeting all the requirements to get it. It opened opportunities for seasonal work in the ag field. It gave me a much better appreciation and understanding of the trucking industry and the skills needed to be a safe driver."

- Stephen Mackesey

Stephen Mackesey
Truck Driver Training

Stephen enrolled in John Wood Community College's truck driver training in an effort to help his neighbors. Many worked in agricultural fields and needed CDL drivers to haul their products. The program at JWCC allowed Stephen to do all he wanted to do, including obtaining the Hazmat Endorsement.

Having the CDL allows him to help his neighbors with planting, hauling, etc. It also opens doors for him to pursue a part-time driving job later. Stephen hopes to one day own his own truck and travel with his wife. He would even love to come back to JWCC as a TDT instructor.

Illinois Central College, Peoria, IL

Emerging Leaders Training at Advanced Medical Transport (AMT)

Much more than an ambulance service provider - AMT is a vital community partner, deeply invested in the betterment of the people they serve. AMT was established in 1991.

AMT wanted to train basic leadership skills to people who had recently moved into management. AMT contacted Emerging Leaders Training based on past experiences with ICC. The program assisted AMT employees with the tools and confidence to manage people and the day-to-day tasks of a leader.

Emerging Leaders Training is geared towards people who have moved from employee to manager. It is a 10-week training focused on leadership, managing priorities and creating habits for success.

Kishwaukee College, Malta, IL

Rochelle Community Hospital Leadership Retreat

Rochelle Community Hospital is a small 16-bed rural critical access hospital. With full and part-time, the hospital employs 360 employees. Rochelle's mission is to improve the health of the community by providing high-quality care with competence, excellence, and compassion. The Building Workplace Dynamics training has equipped their Leadership Team to provide further education to take back and share with their teams.

"The presenter was energetic and kept the group engaged. It was also convenient for the training to come to us."
 - Rochelle Community Hospital

Kennedy-King College, Chicago, IL

Lewis & Clark Community College, Godfrey, IL

Roka Graphics

A Successful Collaboration in Vinyl Wrapping Training Roka Graphics, located in Chicago, IL, a well-established business specializing in custom vinyl graphics, vehicle wraps, and large-format printing, faced challenges in hiring skilled workers who could meet industry standards with precision and efficiency. The Kennedy-King College Vinyl Wrapping

"The Kennedy-King College Vinyl Wrapping Program has been a game-changer for us. The Students coming out of this program are well-prepared, skilled, and eager to contirbute. We've hired several graduates, and they've seamlessly integrated into our team."

Program provided students with hands-on training in vinyl application, industry best practices, and the use of specialized tools, equipping them with the necessary skills to excel in the field. By hiring program participants, Roka Graphics reduced onboarding time and training costs while ensuring high-quality workmanship on projects.

"The students coming out of this program are well-prepared, skilled, and eager to contribute."
- Roka Graphics

Jersey County Sheriff's Department

Over the span of two weekends in September of 2024, twelve participants engaged in 32 hours of drone pilot training at the Godfrey campus of Lewis & Clark Community College. Two of these participants, Chief Deputy Kevin Klaas and Sergeant Christopher Jones and are currently employed by the Jersey County Sheriff's Department in Jerseyville, IL. This department serves ten communities and approximately 21,000 residents and covers 370 square miles in southwestern Illinois.

Shortly after Klaas and Jone finished the Federal Aviation Association training the Jersey County Sheriff's Department started their own drone program by purchasing a Matrice 30T thermal drone. This drone, while being operated by its two certified pilots, has already been used on numerous occasions. Klass feels he "could not have passed the certification exam without having taken the class." Klaas has recommended the training to many other first responders.

CONCLUSION

The FY24 Noncredit Strategies at Work (NSAW) Grant reaffirmed the vital role Illinois community colleges play in providing targeted, high-quality workforce training. Nearly 10,000 participants and hundreds of employers benefited from programs that built critical skills, awarded industry-recognized credentials, and addressed immediate business needs across key sectors. These outcomes highlight both the value of dedicated funding for noncredit programs and the ongoing demand for affordable, accessible training opportunities.

Looking ahead, the goals of NSAW remain clear: to expand capacity, strengthen employer partnerships, and ensure equitable access to training that leads to career advancement and economic mobility. With continued collaboration and investment, Illinois' community colleges can further innovate in workforce solutions, supporting both employers and individuals while contributing to the state's long-term economic growth.

CONTACT INFORMATION

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"Don't hesitate. Even if you're unsure at first, take the leap - you'll grow in ways you never expected. Push yourself, ask questions, and make the most of every opportunity the program gives you."

- Paz Martinez, Jr.
Sauk Valley Community College

ILLINOIS
COMMUNITY
COLLEGE
BOARD

STRATEGIES AT WORK
NONCREDIT WORKFORCE TRAINING REPORT

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Chair Jenkins reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

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

Chair Jenkins asks for roll call vote and Executive Secretary conducts a roll call vote.