Agenda
471st Meeting of the
Illinois Community College Board

The Westin Chicago/Lombard
Cypress Room
70 Yorktown Ctr
Lombard, IL

June 5, 2026

9:00 a.m.			***Page***
1.	Roll Call and Declaration of Quorum		—
2.	Announcements and Remarks by Dr. Sylvia Jenkins, Board Chair		—
	2.1	Nomination of the Illinois Community College Board Vice Chair ***(ACTION)***	1
3.	Board Member Comments		—
4.	Executive Director Report ***Dr. Brian Durham***		—
	4.1	Federal Issues Impacting Community Colleges: A Year in Review and Emerging Challenges Ahead ***Dr. Amanda Miller***	2
5.	Acknowledgments		
	5.1	Patricia Joan Murphy, President, Illinois Community College Trustees Association	—
	5.2	Dr. Avis Proctor, President, Illinois Council of Community College Presidents	—
	5.3	Ms. Allison Meese, President, Student Advisory Council	—
6.	Advisory Organizations		—
7.	Committee Reports		
	7.1	Academic, Workforce, and Student Support ***Mr. Marlon McClinton***	3
	7.2	Finance, Budgeting, Accountability, and External Affairs ***Mr. George Evans***	4
		7.2a Legislative and FY27 Budget Update ***Mr. Matt Berry, Ms. Jennifer Franklin***	5
8.	New Units of Instruction ***(ACTION)*** ***Dr. Marcus Brown***		
	8.1	Rend Lake College	6-8
9.	Recognition of the Illinois Community Colleges ***(ACTION)*** ***Dr. Marcus Brown***		
	9.1	College of Lake County and Oakton Community College	9-69
10.	Adoption of Minutes ***(ACTION)***		
	10.1	Minutes of the March 27, 2026, Board Meeting	70-93
	10.2	Minutes of the March 27, 2026, Executive Session	—

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9:00 a.m.			***Page***
11.	Consent Agenda ***(ACTION)***		
	11.1	Calendar Year 2027 Board Meeting Dates and Locations	94
	11.2	Adjustment of Salary Range Ceilings	95
	11.3	Cost of Living Increase	96
	11.4	Authorization to Enter into Interagency Contracts and/or Agreements	97-98
	11.5	Authorization to Transfer Funds Among Line Items	99-100
	11.6	Authorization to Enter into Contracts for Office Operations	101-102
	11.7	Proposed Amendments to the Illinois Community College Board Administrative Rules	
		11.7a Dual Credit	103-121
12.	Information Items		
	12.1	Fiscal Year 2026 Financial Statements	122-126
	12.2	Basic Certificate Program Approval approved on behalf of the Board by the Executive Director	127
	12.3	Fiscal Year 2024 Dual Credit Report	128-180
13.	Other Business		—
14.	Public Comment		—
15.	Executive Session ***(ACTION)***		181
	15.1	Employment/Appointment Matters	—
16.	Executive Session Recommendations ***(ACTION)***		
	16.1	Approval of the Executive Director Employment Agreement ***(ACTION)***	182-86
17.	Adjournment		—

Item #2.1
June 5, 2025

Illinois Community College Board

NOMINATION OF VICE CHAIR

Chair Sylvia Jenkins will open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

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

(Board member is nominated)

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

Motion made by: _____ Motion seconded by: _____

Ann Knoedler take Roll.

Chair Jenkins: ___*(Name of the Board Member)*___ will serve on the Illinois Community College Board Vice Chair on behalf of the Illinois Community College Board.

FEDERAL ISSUES IMPACTING COMMUNITY COLLEGES: A YEAR IN REVIEW AND EMERGING CHALLENGES AHEAD

Amanda Fuchs Miller, President of Seventh Street Strategies and federal policy consultant to the Illinois Community College Board, will provide a federal policy update reviewing key developments affecting community colleges during the 2025–26 academic year and offer a forward-looking analysis of anticipated federal priorities and challenges in 2026. The presentation will include discussion of major higher education policy developments related to federal funding, accreditation, institutional accountability, and evolving federal oversight expectations.

The session will also examine federal actions and guidance impacting diversity, equity, and inclusion efforts, including heightened scrutiny of DEI programming, restrictions tied to federal grants and contracting, investigations related to race-conscious initiatives, and broader policy shifts under the Trump administration affecting campus practices, student supports, and institutional compliance obligations.

Item #7.1
June 5, 2026

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT (AWS) 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
- Workforce Education Update
  - Workforce Pell Update
- Strategic Initiatives
  - Open Education Resources Conference Update
- Academic Affairs and Student Service
  - Dual Credit Quality Act (DCQA) Rules Update
- New Units of Instruction Committee Questions

Item #7.2
June 5, 2026

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:

- Marketing & Communications Update
  - Economic Impact Study
  - State Fair
- ICCB 2025 Dual Credit Report
- IT Infrastructure Modernization
- Authorization to Enter into Contracts and Transfer Funds Among Lines
- Proposed Amendments to Administrative Rules: Dual Credit
- Spring 2026 Legislative Update (report to full board)
- FY 27 Budget Update (report to full board)

Illinois Community College Board

LEGISLATIVE AND FISCAL YEAR 2027 BUDGET

Jennifer Franklin, Deputy Director for Finance and Operations, will provide a presentation during the board meeting that highlights the fiscal year 2027 budget for higher education.

Matt Berry will provide a presentation on significant higher education legislation adopted during the Spring 2026 session.

Item #8.1
June 5, 2026

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

Rend Lake College

- Logistics and Operations Management A.A.S. degree (65 credit hours)

BACKGROUND

Rend Lake College
Logistics and Operations Management A.A.S. degree (65 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment and advancement opportunities in the fields of supply chain, logistics, and operations management capable of managing the flow of goods, services, and information from point of origin to point of consumption.

Catalog Description: The Logistics and Operations Management Associate in Applied Science degree prepares students for high-demand careers in global supply chain, manufacturing, and service sectors. The program focuses on the strategic, tactical, and operational decisions required to efficiently move goods and services from origin to consumption. Students gain technical expertise in process analysis, forecasting, quality management, inventory control, and multi-modal transportation systems.

Curricular Information: The curriculum requires 18 credit hours of general education coursework, and 47 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introductory supply chain management, transportation and logistics, introductory operations management, physical distribution and security regulations, global supply chain economics, procurement and contract management, computer applications for logistics and operations, business communications, business ethics, business accounting, legal and social environment of business, introductory marketing, introductory management and supervision, communications for technical services, and Microsoft Excel. Assessment of student learning will be achieved through evaluation of the student's completion of a comprehensive project demonstrating their ability to apply forecasting, inventory management, and routing models to optimize resource allocation, solve complex logistics challenges, and manage the procurement lifecycle while ensuring legal/regulatory compliance.

The curriculum was designed based on APICS/ASCM (American Production and Inventory Control Society now known as the Association for Supply Chain Management) competencies and will prepare graduates for Manufacturing Skill Standards Council (MSSC) credentialing including the Certified Logistics Associate and the Certified Logistics Technician credentials.

Justification for Credit hours required: The proposed curriculum exceeds 60 credit hours by five (5) credit hours to include broader-level content that provides the necessary academic foundation for career and technical coursework. Specifically, computer business applications, accounting, and spreadsheet coursework which provides the foundational support for using ERP (Enterprise Resource Planning) and WMS (Warehouse Management Systems) software.

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

Diversity, Equity & Inclusion Efforts: Rend Lake College is committed to providing innovative learning opportunities that enhance the quality of life for all students across the communities within their district. Equity strategies that address access and support for students regardless of race, socioeconomic status, or educational status focus on local underserved populations. The college regularly promotes programs and services through RLC Enhancement Center and CTE Success Center. The college utilizes RL-Cares, a team of professionals trained to assist students in overcoming potential and existing barriers by working with them one-on-one, to identify needs and resources to help them succeed. Faculty are trained to monitor student progress through dedicated advising and an Early Alert system. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, reviewing existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the supply chain, logistics, and operations management fields.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of occupations related to logistics, transportation and supply chain managers is expected to increase by between 5.9-17% statewide through 2032.

Table 1: Employer Partners

Employers	**Location**
Riechmann Bros. LLC	Okawville, IL
C and C Pumps and Supply	Marion, IL

Table 2: Projected Enrollments

Logistics & Ops Mgt A.A.S.	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	7	9	11
Part-Time Enrollments:	2	2	2
Completions:	0	5	7

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

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$8,000	$8,000	$8,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	$95,826	$67,845	$67,845
Library/LRC Costs	0	0	0
Facility Costs	0	0	0
Other	0	0	0
TOTAL NEW COSTS	**$103,826**	**$75,845**	**$75,845**

Table 4: Faculty Requirements

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

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 College of Lake County and Oakton 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, College of Lake County and Oakton 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:
>
> College of Lake County, District 532
> Oakton College, District 535

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

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

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

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

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

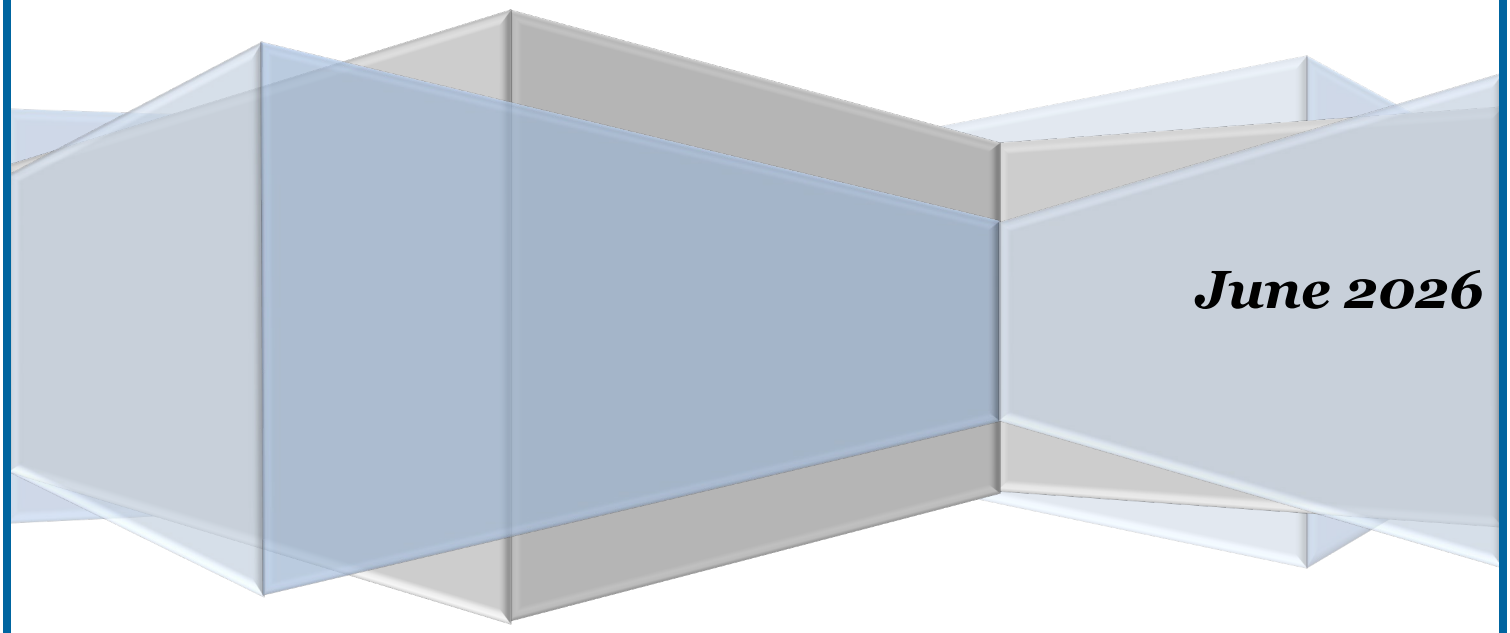
Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed time period. A district which has been assigned a status of "recognition interrupted" may apply for recognition at such time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

ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

RECOGNITION REPORT

COLLEGE OF LAKE COUNTY



June 2026

Illinois Community College Board
Recognition Report
For College of Lake County
June 2026

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of College of Lake County (CLC), District 532. 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 College of Lake County. 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 College of Lake County'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

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

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

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

Compliance Recommendation: None.

3. Academic Control

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

The institution develops new programs first with the approval of the Vice President of Education and the College Leadership Team, then with approval from the College Curriculum Committee, and finally with the approval of the Board of Trustees and

ICCB/IBHE as applicable. The college's Policy Manual (302.03) also states that faculty cooperate in the development of curriculum. A new Curriculum Handbook clarifies the process for all members of the college community and is set to take effect in fiscal year 2026. As such, faculty are centrally involved in curricular development and ensure that the institution maintains academic control of the units of instruction.

The institution's website and catalog provide clear admissions requirements and affirms the college's commitment to enrolling any student who qualifies for admission. Both the website and catalog note that some programs have more rigorous admissions requirements. The catalog and website describe placement procedures, and the college employs multiple measures when making placement decisions. Placement requirements are included both on the college website and in the catalog. Program graduation requirements are included in the catalog, 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 College of Lake County'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 College of Lake County'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. The college was also required to provide a list of all instructors teaching dual credit courses in FY23 and FY24, including their credentials.

To examine student qualifications, ICCB requested a sample of 100 students to review of which 50 were from FY23 and 50 were from FY24. The college was required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant prerequisites, and placement policies.

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

Instructors
Of the FY23 and FY24 instructors who taught transfer (1.1) dual credit courses, there were three instructors who appeared to be underqualified. Two instructors did not have the required master's degree or 18 graduate hours in the discipline being taught. In addition, there was missing information for one instructor; therefore, a determination of eligible qualifications could not be made.

Additionally, there was one instructor who taught career and technical education (1.2) dual credit courses who appeared to be underqualified. This instructor did not appear to have the required 2,000 hours of work experience appropriate for the field of instruction.

These instructors may be underqualified to teach 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."

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

College Response:

The College acknowledges that supporting evidence for the identified dual credit faculty members was not included in the original ICCB submission. However, the College maintains documentation demonstrating that each referenced faculty member met the qualifications to teach dual credit courses during the FY23 and FY24 review period. Redacted transcripts and resume for the four faculty members under review have been uploaded for verification through ICCB's FTP site.

[One faculty member] holds a doctorate [degree] and possesses the required graduate hours 87 in the discipline being taught, as reflected in the submitted transcript documentation. Accordingly, [they] met the qualifications to teach dual credit courses during FY23 and FY24.

[One faculty member] did not hold a master's degree at the time the course was offered; however, [they] met the qualifications to teach dual credit coursework under the College's established minimum qualifications for Educational Work Experience (EWE) courses. Specifically, [they] was assigned to teach EWE 121 based on the approved qualification requirements for EWE 120, which included a bachelor's degree in any discipline and a minimum of three (3) years of supervisory or managerial experience. Documentation on file, including [their] resume, reflected supervisory and managerial experience related to classroom leadership, student supervision, and instructional management responsibilities (resume and transcript submitted via ICCB secure FTP site).

While the College acknowledges that this was not an ideal standard practice, at the time, separate qualification criteria for EWE 121 had not yet been established beyond those used for EWE 120. The College has since reviewed this issue and made the decision to discontinue the course effectively June 30, 2026. In addition, the Dual Credit team has implemented corrective measures to help prevent similar situations in the future and to ensure that all faculty assigned to dual credit courses fully meet the established qualifications for the specific course being taught (see Form 1: Course Information and Instructor Review Process email attachment).

[One faculty member] holds a master's degree and possesses the required graduate hours, 31 credits in [foreign language], as reflected in the submitted transcript documentation.

Accordingly, [they] met the qualifications to teach dual credit coursework during FY23 and FY24.

[One faculty member] possesses the required professional experience, as evidenced by [their] resume documentation. [Their] employment totals approximately 31 months of relevant professional experience. Using the institutional calculation of 166 hours per month, this totals to 5,166 hours of professional experience.

Additionally, as previously noted, the College has established a new process to strengthen compliance with Dual Credit Standard 5b related to dual credit faculty qualifications. Beginning in January 2025, the College implemented the use of "Form 1: Course Information and Instructor Review Process" (see email attachment), a document developed and approved collaboratively by faculty and deans. This process was established to enhance institutional oversight and ensure consistent review and verification of qualifications for proposed Dual Credit instructors prior to course assignment and hiring.

The form requires review and sign-off by the Associate Dean to verify that the proposed instructor meets the posted minimum qualifications for the course. For transfer courses classified as 1.1 PCS in the ICCB Program Classification System, the qualifications include a minimum of a master's degree with at least 18 graduate hours appropriate to the academic field of study or discipline being taught. For career and technical education courses classified as 1.2 PCS, the qualifications include a minimum of 2,000 hours of related work experience and appropriate industry-recognized credentials, based on the specific discipline.

To further strengthen the review process, the form also includes designated sections to identify when additional documentation or clarification is needed, when an instructor may be approved with a Professional Development Plan, or when an instructor is not yet eligible to teach the course.

Following completion of "Form 1" and informal instructional approval, the College aligns the curriculum assignment and proceeds with the formal hiring process through Human Resources. As part of this process, the College will ensure that official transcripts and supporting credentials are received directly from the awarding institution and demonstrate that the instructor meets the required minimum qualifications.

These action steps demonstrate the College's commitment to ensuring compliance with dual credit faculty qualifications.

6. Assessment Plans

The institution has in place processes for institutional, departmental, and course level assessment and improvement. At the institutional level, the Assessment of Student Learning Committee (ASLC), which includes substantial faculty representation, assesses all eight College Learning Outcomes (CLO); the college is currently reviewing the CLOs

for revision. The ASLC reviews data collected by faculty each semester and oversees the formulation of plans to improve student learning. The data is used to inform faculty professional development, curricular changes, and/or improve services to students. At the departmental level, departments review the data and formulate action plans for improved programs. At the faculty level, faculty employs the data to improve individual courses. Data assessment takes place each semester. Additionally, departments develop five-year plans, updated annually, as part of the Academic Department Review. Finally, the college is participating in HLC's Assessment Academy for additional guidance in best practices for the collection and utilization of assessment data.

The college does do a data analysis of all placement policies and procedures as part of its Academic Department Review five-year process. The use of multiple measures, as well as implementing transitional instruction partnerships with district high schools, means that the college is committed to proper placement for each student as part of its continuous improvement goal.

Compliance Recommendation: None.

7. Student Evaluation

The college maintains a well-documented policy for evaluating and recording student performance, ensuring alignment with institutional goals and regulatory standards. Evaluation practices are directly tied to official course learning objectives and outcomes. Faculty and student handbooks reflect these practices and have been reviewed to confirm compliance with ICCB Rule 1501.405, in accordance with college policy 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 provides professional development in a variety of ways through its Teaching, Learning, and Educational Technology Center (TLETC). The opportunities focus on pedagogical improvement both face-to-face and online. All of the opportunities included in the self-study were available only in the context of the institution itself, and if the college provides funds or opportunities for faculty to pursue professional development at conferences, meetings, etc., that was not included. Finally, the self-study asserted that the then current Strategic Plan Pillar 3 with its emphasis on faculty professional development

would continue to be important in the new Strategic Plan to be launched in fall, 2025. A review of the new Strategic Plan posted to the college website indicated that faculty development had been dropped.

The institution ensures that all instructional materials are accessible, for example by captioning videos, and makes them available in a centralized location.

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 nearly all the courses requested. The ICCB review of the faculty transcripts and work experience provided by the college showed that:

- It was unclear how two of the faculty meet the minimum faculty requirements.
- Four faculty appeared not to meet the minimum faculty requirements.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), College of Lake County 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 acknowledges that supporting documentation for the identified faculty members was not included in the original ICCB submission. During the College's internal review, it was determined that certain transcripts were inadvertently omitted from the final

merged transcript submission file, including Anthony Janca and Ram Sarabu. The College maintains documentation demonstrating that each referenced faculty member met the minimum qualifications to teach their assigned PCS 1.1 or PCS 1.2 courses during the FY24 review period. Updated and redacted transcripts, along with the corrected resume materials for the faculty members under review, have been uploaded to the ICCB FTP site for verification with the exception of [two faculty members]. At the time of hire, both faculty met the qualifications required to teach, and the supporting information was maintained within the College's previous PeopleSoft system, which has since been replaced by Workday. As a result of this system transition, the College no longer has access to the historical documentation that would provide supporting evidence of the faculty member's qualifications. Additionally, these faculty members are no longer employed by the College.

With respect to the occupational work experience hours for the faculty under review, the College confirmed that [one faculty member] meets the faculty qualification requirements to teach DMD 114. [Their] occupational work experience hours were updated to 18,000 to accurately reflect [their] professional experience, which were determined to be professional/non-teaching roles.

The College also identified that [one faculty member's] resume contained missing text, which affected the readability and interpretation of the documented occupational work experience hours. Since that time, the college has received a complete resume confirming that [this faculty member] has extensive industry experience. [They have] accumulated 61,800 hours of work experience, equivalent to 23.5 years plus an additional 7.4 years as an HVAC technician (371 months total). Additionally, the College also received an updated transcript for [another faculty member] confirming that [they hold] a Master of Management degree and has completed 25 graduate credit hours in the discipline. The college has since then updated the occupational work experience hours and degree discipline areas for the additional faculty under review, as reflected in the attached revised Excel file (highlighted in blue).

To prevent similar situations in the future, such as those involving [the initial faculty members identified], the College has enhanced its use of the Workday system and strengthened the ongoing collaboration between Human Resources and Education Affairs to improve faculty review procedures. The College is also implementing a standardized onboarding and compliance checklist for all faculty hires.

Lastly, to avoid similar issues in the future when submitting documents for ICCB Recognition, the College will implement enhanced internal review and verification processes for faculty credential documentation prior to submission These measures include a secondary review of official transcripts and resumes to confirm completeness, verification that all supporting documents are included in the final redacted merged submission files, and validation of occupational work experience hours for accuracy and consistency with course qualification requirements. Additionally, the College will work to ensure that submitted transcripts are as readable as possible. These reviews will be conducted collaboratively by the Office of Institutional Effectiveness, Planning and

Research, the Educational Affairs Division Deans, Associate Deans and Educational Affairs Central Team. The modified procedures are intended to strengthen documentation oversight and support accurate and complete reporting in future submissions.

The College is committed to maintaining compliance with ICCB requirements and ensuring that all future faculty hires are appropriately documented and verified.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, College of Lake County's Educational Affairs team evaluated their course catalog, existing cooperative agreements, and other documents and processes related to cooperative agreements. The college determined that it complies fully with ICCB Administrative Rule 1501.307, and the parameters of the CAREER Agreement. Additionally, the college determined that all necessary information is located in the course catalog (web-based) and provides a link to the participation form.

College of Lake County 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, as well as one additional joint agreement with an out-of-state entity. The college's online course catalog directs prospective students to a link which provides further details; students must complete a Joint Agreement Form prior to enrolling elsewhere. All indicators of compliance and quality were met.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing College of Lake County'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

College of Lake County provides comprehensive academic and career advising through its College and Career Navigators (CCNs), Academic Success Advisors (ASAs), and faculty. These credentialed professionals guide students from recruitment to graduation, ensuring informed academic and career decisions. CCNs focus on onboarding and first-semester advising, with an embedded model in local high schools that supports early college awareness, FAFSA completion, and course registration. This proactive approach has significantly improved student engagement—CCN participation increased from 44 percent in 2021 to 94 percent in 2024, and students who met with a CCN were retained at 79 percent, compared to 61 percent for those who did not.

Advising services are accessible in person, virtually, and by phone, supported by ADA-compliant online tools such as Navigate360 for scheduling and degree audits. Student satisfaction remains high, with 95 percent of students rating CCN and ASA services positively and 90 percent noting their advisors' expertise. Overall, CLC's structured and proactive advising model demonstrates strong compliance, accessibility, and measurable impact on student retention and success.

Compliance Recommendation: None.

B: Financial Aid

CLC Financial Aid includes 14 staff members, four of whom are bilingual in Spanish, ensuring accessible support for all students. The team provides FAFSA and Illinois Alternative Application workshops, one-on-one assistance, and financial literacy programs. Services are available across multiple campuses and virtually and are fully ADA-compliant.

The office collaborates with high schools and College and Career Navigators to educate students on financial aid, scholarships, and responsible borrowing. The Responsible Borrower program has reduced loan participation from 418 students in 2020 to 264 in 2024. Additionally, the Lancer Emergency Assistance Fund (LEAF) supports students facing financial hardships, and the Academic Works scholarship system streamlines scholarship access, including options for undocumented students. Scholarship applications increased by 12 percent from 2023–2024 to 2024–2025. Overall, the office demonstrates strong compliance, accessibility, and a commitment to financial equity and student success.

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 commits to include its loan cohort default rate in subsequent reports to ICCB.

C: Career Placement
CLC offers career counseling services to help new and returning students choose a career path and prepare for the workforce. The Career and Job Placement Center (CJPC) provides comprehensive career development and employment services to students, alumni, and employers. The CJPC connects students to on-campus work-study programs, internships, apprenticeships, job fairs, and recruitment events, helping build a skilled pipeline that meets local workforce needs. Services include career exploration, job search assistance, resume and interview preparation, and employability skill development through workshops and one-on-one meetings with Career Specialists.

Compliance Recommendation: None.

D: Support Services
CLC's Student Development Division offers equity-focused programs to enhance student success, inclusion, and well-being for diverse populations, including veterans, individuals with disabilities, minorities, women, parents, and undocumented students. By providing academic, financial, personal, and wellness support, the division addresses barriers to persistence and achievement.

The Access and Disability Resource Center (ADRC) ensures compliance with the Americans with Disabilities Act through individualized accommodations and an efficient virtual "myADRC" system for coordination. CLC also supports military-affiliated students with specialized navigators and financial aid services in the Veterans Lounge.

Inclusion is fostered through the Student Activities and Inclusion (SAI) Office, which promotes leadership and cultural programming while coordinating resources like the SHARE Market food pantry and emergency assistance. The Counseling and Psychological Services (CAPS) office offers bilingual counseling and addresses housing insecurity.

Academic success is supported by TRIO Student Support Services (SSS) for first-generation and low-income students, as well as the Tutoring Center, which provides certified academic assistance. The Testing Center ensures access to testing services, and the college library provides research support and flexible hours to aid student achievement.

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 (ICCB) staff conducted an on-site visit at College of Lake County on January 28th, 2026. 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. Overall, the College has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding.

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 341 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 of 452 students was reviewed on the dual credit population.

Based on the review of sample of 18 courses, including 341 students, 2 were found to be incorrectly reported, resulting in 45 students being apparently incorrectly claimed. This resulted in a sample error rate of 13.19%. At the 95% confidence level, the true error rate is estimated to fall between 9.6% and 16.8%. These results indicate a materially elevated error rate compared to the target error rate threshold of 1%. Even at the lower bound of the confidence interval, the estimated error rate remains well above a 1% target, indicating that the sample does not support compliance with that standard.

Regarding Dual Credit students, the college has generally complied with laws, regulations, and rules for claiming credit hours for funding. Based on the sample of 452 dual credit students, 26 were identified as incorrectly claimed, with those students being identified as freshmen or sophomores. This resulted in a sample error rate of 5.75%. At the 95% confidence level, the true error rate is estimated to fall between 3.6% and 7.9%. The results demonstrate that the error rate materially exceeds the 1% target error rate.

Compliance Recommendation: The College must ensure the SU/SR claim reporting complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.313, and 23 Admin. Code 1501.507. ICCB recommends the College implement processes that ensure students are reviewed and appropriately coded for accurate reporting. The College must also work with ICCB on the further investigation of the SU records submitted for classes supported with more than 50% restricted funding.

College Response:

The College will continue to report credit hour enrollment to ICCB within thirty (30) days following the end of each semester, using the required format. Credit hours claimed will be limited to ICCB-approved reimbursable courses and programs, with validation in place to ensure accuracy.

Within the College's student information system, established coding protocols support multiple validation checks, including student residency, grade, repeat course status, exclusion of audited enrollments, high school classification, and midterm attendance. In addition, the College has implemented enhanced checks and balances to verify both the data and the reporting logic.

Additionally, the College acknowledges that, during the initial review of SU/SR data submitted to ICCB as part of the College recognition process, an error was identified involving the coding of a grant-funded course in which faculty compensation was charged to an incorrect funding source. In response to this, the College has implemented the following corrective measures to help prevent similar issues in the future:

- Updated training and documentation were provided to ensure that representatives from Academic Divisions are familiar with how to properly identify and indicate grant-funded courses.

- A preliminary version of the report will be generated in advance of the submission deadline. This allows the Office of Institutional Effectiveness, Planning, and Research (IEPR) sufficient time to review, identify, and address any discrepancies.

- Additionally, each division shall be provided with a list of courses to be verified soon after the conclusion of each term before IEPR submits final submission to ICCB. This allows each division to confirm that the SR contains the correct restricted-funded courses, and that the SU includes only unrestricted-funded courses.

All validation steps will be completed prior to IEPR generating the final submission files, after which the Senior Research Analyst of Institutional Reporting and Director of Institutional Effectiveness, Planning and Research will conduct a final review to confirm compliance before submission.

Lastly, the College commits to working with ICCB on any further investigation of SU records submitted that is requested.

Midterm Certification

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, the College's process for certification of students' credit hours at midterm is appropriate.

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.

Based on the review, the College properly classifies students regarding their respective residency status. However, the most up-to-date and comprehensive information, to include updates and exceptions, is not readily available to current or prospective students via the College's website.

Compliance Recommendation: ICCB recommends the College update their website to ensure current and prospective students have access to the current residency and tuition and fees policies.

College Response:

The College is reviewing and updating its Residency and Tuition & Fees webpages to include all components of the College's residency policy and allowable exceptions for students to receive in-district tuition rates.

This action demonstrates the College's commitment to complying with ICCB's recommendation.

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 with intent to enrollment 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 (FY) 2021 through 2024, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

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

There were two 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 submitted its 2025 Facilities Master Plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

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

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered 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, amended, renewed, or extended with an employee of a community college that includes a provision for severance pay must limit the severance pay to an amount not exceeding 20 weeks of compensation. The employment contract must also specify severance pay is prohibited when a contract employee is fired by the district for misconduct.

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

Based on the review, there are several contractual employee positions, including the President's position. The employment contracts meet 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 College of Lake County were reviewed—generally this includes fiscal years 2021-2025 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

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

College of Lake County officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, College of Lake County officials have met ICCB deadlines for many submissions. Overall, College of Lake County'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 two of the five years reviewed; the fiscal year 2024, 2022, and 2021 submissions each contained one critical error. This data was verified by college

officials as valid and accurate. College of Lake County's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2025 submission was finalized one month late, the fiscal year 2024 submission was two and a half months late, the fiscal year 2023 submission was nearly five months late, and the fiscal year 2021 submission was finalized one and a half months past the reporting deadline. The submissions took between three and 10 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 12 percent across the five years reviewed. The proportion of records with Pell Recipient was about 16 percent and with Subsidized Stafford Recipient was about one percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of the past five fiscal years; the fiscal year 2025 submission was finalized nine days late, the fiscal year 2024 submission was two and a half weeks late, and the fiscal year 2021 submission was finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. College of Lake County met the reporting deadline in two of the five years reviewed; the fiscal year 2025 and 2021 submissions were finalized 15 days late, and the fiscal year 2024 submission was finalized 13 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2025 submission 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 five 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. College of Lake County met the reporting deadline in one of the five years reviewed; the fiscal year 2025 submission was finalized five and a half months late, and the fiscal year 2024, 2023, and 2021 submissions were finalized about two weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six, and final AC submissions contained critical errors in the final submissions in each of the five years reviewed; the fiscal year 2025 submission contained five critical errors, the fiscal year 2024 submission contained three critical errors, and the fiscal year 2023, 2022, and 2021 submissions each contained two critical errors. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2025 submission was finalized two weeks late, and

the fiscal year 2021 submission was finalized six days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and there were no critical errors in the final submissions in five of the five years reviewed. College of Lake County met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2025 submission was finalized one day late. There has been consistency between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. College of Lake County data submissions met the reporting deadline in one of the last five fiscal years; the fiscal year 2025 submission was finalized nine days late, the fiscal year 2024 and 2021 submissions were finalized over one month late, and the fiscal year 2023 submission was finalized three days past the reporting deadline. There were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2021 submission contained one critical error. This data was verified by college officials as valid and accurate. The proportion of unknown Age ranged between 80 percent and 87 percent across the years reviewed. The proportion of records with unknown Race/Ethnicity was about 85 percent across the five years reviewed. Coverage of these two variables is an area for further improvement in future submissions.

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

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

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2025 submission was finalized two months late, and the fiscal year 2021 submission was finalized five days past the reporting deadline. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in four of the past five fiscal years; the fiscal year 2024 submission was finalized two weeks past the reporting deadline. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. College of Lake County met the submission deadline in three of the past five years reviewed; the fiscal year 2024 submission was finalized two weeks late, and the fiscal year 2021 submission was finalized six days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three. 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. College of Lake County 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: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from College of Lake County. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1),** the **Annual Completion Data (A2), Annual Student ID Submission (ID),** the **Annual Course Data (AC),** and the **Noncredit Course Enrollment Data (N1).** Furthermore, efforts to improve coverage of Age and Race/Ethnicity for the **Noncredit Course Enrollment (N1)** are appreciated.

College Response:

The College appreciates ICCB's acknowledgment of its report submissions and remains committed to enhancing the timeliness and accuracy of student data reporting. Current efforts are focused on key reports, including the **Annual Enrollment and Completion Data (A1), Annual Completion Data (A2), Annual Student ID Submission (ID), and Annual Course Data (AC)**. During the FY2025-2026 cycle, the College developed data validation templates to support faster, more efficient, and more accurate verification of student data.

Additionally, the College will collaborate with the College's Community Programs Department to improve the inclusion of data of Age, and Race/Ethnicity for students in the College's non-credit classes reflected in the annual **Noncredit Course Enrollment (N1)**

report. As the college transitions from Peoplesoft to Workday, as its student information system, the College is leveraging the different functionalities in Workday to improve the accuracy of generated reports and reduce the amount of manual validation and editing needed.

Finally, the College remains committed to ensuring that all data submissions are accurate, timely, and complete.

Appendix A
College of Lake County (532) – 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)***	07/24/24	08/21/23	07/18/22	11/17/21	08/19/20
# Submissions to Final	5	5	2	3	7
Timeliness	9 days late	35 days late	3 days late	on time	35 days late
Duplicated Head Count	16196	14170	12601	14039	17343
Unduplicated Head Count	14619	13106	11787	13206	16013
# Error Codes in Final Submission	6	5	5	5	6
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	79.66 percent	98.58 percent	80.31 percent	86.77 percent	100.00 percent
% Unknown Age in Final Submission no value or .	79.48 percent	80.19 percent	80.21 percent	86.74 percent	81.17 percent
% Unknown Age in Final Submission unknown	0.11 percent	0.00 percent	0.03 percent	0.28 percent	0.01 percent
% Unknown Ethnicity in Final unknown	84.51 percent	85.59 percent	85.35 percent	89.37 percent	85.63 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)***	08/30/24	10/17/23	12/20/22	09/22/21	09/16/20
# Submissions to Final	6	7	10	3	8
Timeliness	29 days late	76 days late	141 days late	on time	44 days late
Head Count (total incl. 0 hrs enroll.)	22429	20868	20297	20516	23035
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	6	6	6	7

# Critical Errors in Final Submission	0	1	0	1	1
% Records with Errors in Final Sub.	0.25 percent	0.22 percent	0.47 percent	0.24 percent	0.75 percent
% 0 Cumulative GPA in Final Sub.	17.00 percent	14.67 percent	15.09 percent	13.91 percent	19.28 percent
% 0 Cumulative Hours in Final Sub.	15.29 percent	12.78 percent	13.43 percent	13.60 percent	17.46 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	12.24 percent	11.89 percent	11.47 percent	10.27 percent	13.38 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	16.47 percent	16.50 percent	16.35 percent	15.16 percent	15.38 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	1.07 percent	1.02 percent	0.74 percent	0.80 percent	1.13 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)***	09/18/24	09/14/23	09/01/22	09/22/21	09/16/20
# Submissions to Final	4	2	2	3	6
Timeliness	15 days late	13 days late	on time	on time	15 days late
Record Count (duplicate completions)	4770	5063	4403	3827	4768
Total Number of Completions from A1	N/A	4949	4335	3782	4700
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	0	0	0	1
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.29 percent	0.00 percent	0.00 percent	0.00 percent	0.02 percent

% Unknown Ethnicity in Final unknown	3.77 percent	4.23 percent	4.13 percent	3.87 percent	3.65 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)***	09/12/24	09/18/23	09/01/22	09/21/21	09/02/20
# Submissions to Final	4	4	5	2	1
Timeliness	9 days late	17 days late	on time	on time	1 day late
Head Count in Final Submission	22429	20868	20297	20516	23035
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	5	6	1	6
# 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)***	02/19/25	09/14/23	09/13/22	01/12/22	09/16/20
# Submissions to Final	6	3	3	5	4
Timeliness	169 days late	13 days late	12 days late	on time	15 days late
# Error Codes in Final Submission	7	4	3	3	3
# Critical Errors in Final Submission	5	3	2	2	2
% Records with Errors in Final Sub.	0.85 percent	0.54 percent	0.42 percent	0.30 percent	0.33 percent
% Dual Credit in Final	7.10 percent	6.09 percent	4.29 percent	2.96 percent	3.37 percent
% Remedial (PCS 14) in Final	3.28 percent	3.09 percent	3.24 percent	3.33 percent	4.36 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)***	10/15/24	10/02/23	09/29/22	12/08/21	10/07/20
# Submissions to Final	4	2	2	1	3
Timeliness	14 days late	on time	on time	on time	6 days late
Head Count in Final Submission	12530	12290	11651	12117	11854
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	3	3	3	5	5
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.58 percent	1.64 percent	1.41 percent	1.18 percent	0.88 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	99.72 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(10/01)***	10/02/24	09/25/23	09/26/22	09/28/21	09/23/20
Timeliness	1 day late	on time	on time	on time	on time
Head Count	12530	12290	11651	12117	11854
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)***	10/30/24	10/27/23	10/28/22	12/09/21	10/27/20
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)***	01/15/25	11/15/23	10/13/22	11/18/21	10/20/20
# Submissions to Final	3	1	1	2	2
Timeliness	61 days late	on time	on time	on time	5 days late
# Error Codes in Final Submission	6	7	6	5	3
# Critical Errors in Final Submission	4	4	4	3	2
% Records with Errors in Final Sub.	20.95 percent	21.00 percent	30.62 percent	24.72 percent	23.91 percent
% Unknown Employment Class (8)	0.69 percent	0.82 percent	1.30 percent	1.28 percent	1.39 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)***	11/07/24	11/29/23	10/12/22	11/15/21	10/14/20
# Submissions to Final	1	1	1	1	1
Timeliness	on time	14 days late	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	12/05/23	12/12/22	01/13/22	12/09/20
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*	12/10/24	12/05/23	12/12/22	01/13/22	12/09/20
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*	12/10/24	12/05/23	12/14/22	01/14/22	12/09/20
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*	12/11/24	12/05/23	12/13/22	01/13/22	12/09/20
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**	12/10/24	12/05/23	12/13/22	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	02/09/23	02/01/22	01/27/21
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)***	02/14/25	02/09/24	02/07/23	02/08/22	02/09/21
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)***	07/01/24	06/13/23	06/09/22	06/21/21	06/11/20
# Submissions to Final	3	2	3	2	1
Timeliness	14 days late	on time	on time	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.	3.72 percent	9.36 percent	8.86 percent	6.91 percent	6.27 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	2.29 percent	2.00 percent	2.00 percent	2.22 percent	2.68 percent
% Unknown Employment Class (8)	0.74 percent	1.88 percent	1.20 percent	1.30 percent	1.46 percent

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

ILLINOIS COMMUNITY COLLEGE BOARD

RECOGNITION REPORT

OAKTON COLLEGE

June 2026

Illinois Community College Board
Recognition Report
For Oakton College
June 2026

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Oakton College, District 535. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Oakton College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between Oakton 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

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

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

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

Compliance Recommendation: None.

3. Academic Control

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

The college maintains academic control of units of instruction. For example, when it develops a new program, the institution uses a tiered approach with review and input from faculty, department chairs/program coordinators, division dean, and the Associate Vice President for Academic Affairs in conjunction with the Dean of Curriculum, Instruction,

and Assessment. Final new program approval comes from the Board of Trustees, so the approval process is wholly internal and thus illustrates academic control. Instructor evaluations are conducted using a mixture of classroom observation (peer and administrator), portfolio assessment, and student evaluation. Tenure-track faculty are reviewed each year, and adjunct faculty are reviewed on a regular schedule. Provision for faculty improvement when the process identifies the need for improvement is provided in faculty contracts.

Both the college website and the catalog provide information on admission processes and graduation requirements. The college is open admission, though some programs require a higher level of qualification to enter. The catalog clearly details both general and specific program admission requirements.

The catalog details how the college treats credit for prior learning. For example, it includes a chart that shows which AP exams the college will accept, provided that the student has achieved a sufficient score. The college provides advisors to help guide students through the admission and placement process, which includes a requirement for placement in reading, writing, and math which is determined by SAT/ACT scores, high school GPA, prior college credit, or on-campus placement testing.

The college catalog provides full information on graduation requirements, both general to the college and those unique to each program. The college website provides information about the graduation ceremony, including a useful countdown clock until the next commencement exercise.

Compliance Recommendation: None.

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of Oakton 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 304 courses reviewed, 154 were from fiscal year 2023 and 150 were from fiscal year 2024. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal year 2023 and fiscal year 2024, including their credentials.

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

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

Instructors
During fiscal year 2023 and fiscal year 2024, it was reported that 70 instructors taught transfer (1.1) dual credit courses. Of these instructors, one did not appear to have the required 18 graduate hours in the discipline being taught and two did not appear to have a master's degree. These instructors may be underqualified to teach 1.1 dual credit courses.

Additionally, it was reported that 103 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, two did not appear to have the required 2,000 hours of work experience in the discipline being taught. 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 13 students who did not appear to have met the placement score requirements. Additional information can be found in the document titled, "5a-f Underqualified Dual Credit Faculty and Students."

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

Compliance recommendation 1: In order to be in compliance with 23 Ill. Adm. Code 1501.313, all dual credit instructors must have adequate credentials to teach the courses they are assigned. Our finding is based on the information the college provided. As such, we do not at present have evidence to conclude some instructors were qualified to teach the dual credit courses reviewed. Please review the additional information in the document titled, "5a-f Underqualified Dual Credit Faculty and Students," and provide appropriate evidence.

College Response: *Given the findings, the college acknowledges the need to (1) have multiple, appropriate Academic Affairs administrators review and approve academic credentials for district dual credit instructors, (2) create and complete an academic credential audit form for each proposed district dual credit instructor at the time of approval/disapproval by the respective academic division dean, to be kept on file within the college Transitions (Early College)Department (and Human Resources for approved instructors), and (3) more routine reviews of credentials for approved dual credit instructors, especially in instances of changes in qualifications to ensure the college is at least minimally aligned with ICCB standards regarding faculty qualifications and/or in instances of newly hired administrators/staff overseeing facets of academic oversight connecting to our early college partnerships. In the meantime, the college will continue to work with high school partners to (1) determine if existing dual credit faculty have additional credentials that would qualify them to teach, or (2) discontinue dual credit courses offered through our high school partnerships with instructors who do not meet full qualifications or qualify for a professional development plan.*

Compliance Recommendation 2: In order to be in compliance with 23 Ill. Adm. Code 1501.313, the college must ensure all students who are taking dual credit coursework meet all necessary requirements for passing any applicable placement exam(s). Our finding is based on the information the college provided. As such, we do not at present have evidence to conclude some students were compliant with the required placement exam(s). Please review the additional information in the supplementary document titled, "5a-f Underqualified Dual Credit Faculty and Students," and provide appropriate evidence.

College Response: *As a means of expanding access to dual credit courses, Oakton has not relied solely on placement exam scores. Rather, the appropriate Academic Affairs faculty, typically departmental chairpersons, have worked with their counterparts at our high school partner locations' personnel to determine other benchmarks (or multiple measures) that could be indicative of successful college course completion. Given this, the college has allowed (1) students with a cumulative high school GPA of 3.0 or higher to take the courses in question* ***(MAT 125, EGL 101, and SPE 103)*** *and (2) high school partners to place students in dual credit courses without providing documentation of qualifying GPAs or qualifying standardized test scores. As such, the college acknowledges the need for us to (1) revisit all initial arrangements with our early college partners more routinely as we review success metrics, such as final grades earned, and (2) have clearer, current, and consistent documentation of placement, including evidence such as official documentation of standardized test scores and/or high school transcripts denoting a qualifying GPA, used for all dual credit courses offered through our early college partnerships.*

6. Assessment Plans

The college does have a systemic process for assessment, and assessment is clearly important at the institution. Assessment activity is guided by Oakton's Program for the Assessment of Learning (OPAL), a group comprised of administrators, faculty, and staff. The larger committee is broken down into a number of subcommittees, and the college's assessment scope includes faculty professional development, curriculum, and pedagogy thus making it broadly inclusive of the institution's desire to improve student learning. All academic disciplines and programs are assessed on an annual basis with reports going from faculty to departmental/program chairs, to the Academic Dean, to the relevant OPAL subcommittee. The breadth of this system indicates a systemic process for assessment.

The institution makes use of multiple sources of assessment data to improve curriculum, teaching, and student outcomes. The institution strives to collect assessment data continuously allowing for ongoing analysis and response. The college focuses on the completion of course assignments as a major source of assessment data, as well as student provided course assessments. The data is compiled into the annual disciplinary/program assessment reports to go through the assessment process, reports which consider both skill-specific and learning outcomes (such as the General Education Learning Outcomes). Assessment reports contain action items which can be checked for completion, thus closing the loop on assessment.

The Associate Vice President for Academic Affairs and the Dean of Curriculum, Instruction and Assessment reviewed the college's placement policies and procedures. Placement policies are available on both the website and the catalog, and include the benchmarks required for each possible measure (e.g., ACT scores for English placement). The Recognition Status report noted that all degree-seeking students had to complete placement testing before enrolling in courses, though the list of options included measures like Transitional Math that are not, per se, examinations. The college provides a long list of possible ways for prospective students to meet placement requirements, and the

institution utilizes multiple measures instead of relying on just one measure to provide maximum opportunities for the students. The one area the college notes for improvement is that they have not employed a regular system for reviewing placement policies and procedures, and they note that they plan to "[e]stablish a cadence cycle for [the] reviewing of placement data and corresponding student success data."

Compliance Recommendation: None.

7. Student Evaluation

The college maintains a well-documented policy for evaluating and recording student performance, ensuring alignment with institutional goals and regulatory standards. Evaluation practices are directly tied to official course learning objectives and outcomes. Faculty and student handbooks reflect these practices and have been reviewed to confirm compliance with ICCB Rule 1501.405, in accordance with college policy 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. A check of the college's posted academic employment openings indicate that the college requires the correct credentials for new employees.

The college provides significant professional development opportunities for faculty. The Center for Professional Development provides a range of on-campus seminars, hands-on training, and technology assistance for faculty. The faculty benefit from the cooperation between the Center for Professional Development and the Faculty Professional Development Team (comprising both full-time and part-time faculty as well as administrators) in creating professional development topics. The college also provides off-campus travel support, as well as funding for books, media resources, and the like to support instruction.

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:

- It was unclear how six of the faculty meet the minimum faculty requirements.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Oakton 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: *For the six identified faculty, the college has provided updated transcripts that reflect that they meet the minimum requirements to teach the assigned course/discipline. For three (3) faculty members, the college provided more legible transcripts that illustrate at least a minimum of a master's degree in the discipline or at least 18 graduate credit hours in the related discipline. For the other three (3) faculty members, the College provided updated transcripts that illustrate they meet the minimum requirements to teach the respective courses/disciplines.*
In the attached spreadsheet entitled, 'Copy of OCC_Faculty_Quals_Course_Table_FINAL-ICCB Review-2026.05.22, the transcripts referenced in this spreadsheet for the six faculty have been uploaded via the ftp site as done in the past for personal identifying information (PII) documents. In column K, additional details related to each are listed therein.
[Faculty 1] - Transcript Evaluation shows PhD in Chemistry
[Faculty 2] - Official Transcripts show PhD with 18 graduate hours in philosophy/political philosophy
[Faculty 3] - Official Transcript shows PhD in Sociology
[Faculty 4] - Official Transcript Copy (5/15/2026) shows PhD in Sociology
[Faculty 5] - Transcripts show MBA
[Facutly 6] (retired) - Transcripts Combined shows University [1] MA-Biology;[University 2]Transcript shows 18 grad hours in Biology/Chemistry and; [University 3] shows additional graduate hours in BIO.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Oakton College's executive team evaluated their Career/Joint Agreement process. The Enrollment Services Department is responsible for the management and tracking of students utilizing a joint agreement. The college partakes in the CAREER Agreement and does not participate in any additional joint agreements. The college determined that it complies fully with ICCB Administrative Rule 1501.307, and the parameters of the CAREER Agreement.

Oakton College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college's online course catalog, as well as an additional webpage, provide detailed, helpful information about career/joint agreements. All indicators of compliance and quality were met.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Oakton 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

Oakton 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. 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: *For the FY 2023 Draft Cohort, the college had a default rate of 0.0% (March 2026). The college will ensure we include this information for future recognition reports.*

C: Career Placement

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

Compliance Recommendation: None.

D: Support Services

In addition to the core support services, the college provides dedicated resources for veterans, a liaison for students facing housing insecurity or homelessness, and a point of contact for undocumented students. The college also actively recruits, supports, and increases student participation from traditionally underrepresented groups, including minorities, women, and individuals with disabilities. The college has designated liaisons to assist students experiencing housing insecurity and support undocumented and mixed-status students. Additionally, the college has a designated Benefits Navigator to help students determine their eligibility for benefit programs and locate support resources both on campus and in the community. The college created a veterans emergency fund and has been designated a “Military Friendly School” since 2017.

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.

The college maintains a comprehensive admissions process that includes students entering from secondary schools, participating in dual credit programs, or admitted through other specialized admission pathways. Admissions policies are consistently applied and documented, and student records and transcripts accurately reflect admission decisions and transcript evaluations. These practices ensure institutional compliance, transparency, and alignment with applicable regulatory and accreditation standards.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Oakton College on March 18, 2026. 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. The college has generally complied with laws, regulations, and rules for claiming credit hours for funding.

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 307 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 the Credit Hour Claim sample, information reported on the SU/SR claim reports does agree with the certified mid-term class lists. For 2.9 percent of the Credit Hour Claim sample, information reported on the SU/SR claim reports does not appear to meet eligible criteria for unrestricted credit hour claims. One course submitted as unrestricted was identified as apparently restricted. As a result, in assessing the error rate of 2.9 percent, the true population error rate lies between 1.13 percent and 4.67 percent at the 95 percent level of confidence. Based on these results, the true error rate appears to be above 1 percent, which is the target error rate.

For the Dual Credit sample, information was reported correctly on the SU/SR claim reports. The college appropriately reported only high school juniors and seniors on the SU/SR claim reports. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement. Since zero errors were found in the dual credit sample of 347 students, the statistical evidence supports a true error rate of less than the 1 percent threshold.

Compliance Recommendation: The college must ensure the SU/SR claim reporting complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.313, and 23 Admin. Code 1501.507. ICCB recommends the college implement processes that ensure students are reviewed and appropriately coded for accurate reporting. The college must also work with ICCB on the further investigation of the SU records submitted for classes supported with more than 50 percent restricted funding.

College Response: *Oakton College acknowledges the findings in the* ***Credit Hour Claim Verification*** *section of the report, noting that the* ***2.9 percent error rate*** *identified in our sample exceeds the* ***1 percent target error rate****. We recognize the statistical projection that our true population error rate likely falls between* ***1.13 percent and 4.67 percent****, and we are committed to bringing these figures into alignment with state requirements.*

*To address the **Compliance Recommendation** for standard 110 ILCS 805/2-16.02 and related administrative codes, we are implementing the following approach:*

- ***Process Revisions for Accuracy:** We are updating our internal review processes to ensure students are more accurately reviewed and coded for residency and funding status prior to reporting.*
- ***Enhanced Cross-Departmental Engagement:** Our revised substantive review will center on **regular, proactive engagement between academic leadership and our budget and finance area**. This collaboration will ensure that **fund sources are accurately identified and aligned** with institutional financial records throughout the fiscal year.*
- ***SU Record Investigation:** In accordance with the ICCB's specific recommendation, we are conducting a **further investigation into Semester Unrestricted (SU) records** for class sections to ensure that any courses supported by more than 50 percent restricted funding are correctly identified and adjusted in our reporting.*

  These efforts build upon our existing financial planning and accountability processes, which already involve all college departments and monthly Board of Trustees oversight.

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, the college's process for certification of students' credit hours at midterm is appropriate.

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 classifications were documented and determined to be accurate.

Based on the review, the college properly classifies students for reporting purposes. There were some discrepancies in the details of residency policy where special provisions of students were not directly, clearly stipulated. Subsequent to the conference with Board staff, the college updated documentation regarding residency qualifications for the special provisions governing special populations to provide clear explanation of the exemption from the 30-day residency requirement for those 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 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 action were addressed, evidence of corrective action plans (CAP) was reviewed by ICCB staff for all findings.

There were only two findings noted over the four-year period. 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 submitted its 2017 Facilities Master Plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

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

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered into with an employee 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 Oakton College were reviewed—generally this includes fiscal years 2021-2025 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs

of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are fourteen IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2025 is up to $71,545 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Oakton College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Oakton College officials have met ICCB deadlines for many submissions. Overall, Oakton 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 2025 submission contained one critical error. This data was verified by college officials as valid and accurate. Oakton 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 weeks late, the fiscal year 2024 and 2023 submissions were one and a half months late, and the fiscal year 2021 submission was finalized nearly two months past the reporting deadline. The submissions took between three and nine submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 13 percent and 24 percent. The proportion of records with Pell Recipient was about 10 percent and the proportion of records with Subsidized Stafford Recipient was less than one percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in three of the past five fiscal years; the fiscal year 2024 submission was finalized six days late, and the fiscal year 2023 submission was finalized more than three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Oakton College met the reporting deadline in two of the five years reviewed; the fiscal year 2024 submission was finalized six days late, and the fiscal year 2023 and 2021 submissions were finalized more than three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and final A2 submissions did not

contain any critical errors in four of the five years reviewed; the fiscal year 2025 submission 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 four 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. Oakton College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 submission was finalized 11 days late, the fiscal year 2023 submission was more than three weeks late, the fiscal year 2022 submission was eight days 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 four, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2025 submission contained two critical errors. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the fiscal year 2022 submission was finalized more than seven weeks late. The number of submissions needed to finalize the data ranged from one to four, and there were no critical errors in the final submissions in five of the five years reviewed. Oakton 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 two of the five years reviewed. Discrepancies were noted in fiscal year 2025 (108 records), fiscal year 2022 (241 records), and fiscal year 2021 (234 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Oakton College data submissions met the reporting deadline in one of the last five fiscal years; the fiscal year 2025 submission was finalized two days late, and the fiscal year 2023 submission was one and a half months late, the fiscal year 2022 submission was nearly two months late, and the fiscal year 2021 submission was finalized 12 days past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between six percent and 51 percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between seven percent and 53 percent across the five years studied. Coverage of these two variables is an area for further improvement in future submissions.

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2025 submission was finalized one day late.

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 2024 submission was finalized one week late, and the fiscal year 2023 submission was finalized five and a half months past the reporting deadline. The number of submissions required to finalize these data ranged from two to 12. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in two of the past five fiscal years; the fiscal year 2025 submission was finalized six days late, the fiscal year 2024 submission was 13 days late, and the fiscal year 2021 submission was finalized one week past the reporting deadline. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Oakton College met the submission deadline in one of the past five years reviewed; the fiscal year 2023 submission was finalized two weeks late, the fiscal year 2022 submission was one month late, the fiscal year 2021 submission was half a month late, and the fiscal year 2020 submission was finalized three days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to 10. 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. Oakton College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey and in three of the three years reviewed for the Native American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Oakton College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1),** the **Annual Completion Data (A2),** the **Annual Course Data (AC),** the **Noncredit Course Enrollment Data (N1),** the **Faculty, Staff, and Salary Supplementary Information survey, and** the **Annual Faculty, Staff, and Salary (C3).** Furthermore, efforts to improve coverage of Age and Race/Ethnicity for the **Noncredit Course Enrollment (N1)** and the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey** are appreciated.

College Response:

*Oakton College acknowledges the **Advisory Recommendation** regarding the timeliness of state data submissions within the **Institutional Research/Reporting** section. While the ICCB recognized our success in meeting all **federal submission timelines (IPEDS)** and noted that our final data submissions have generally been **accurate and complete**, we understand the importance of meeting state deadlines to fulfill external reporting requirements and secure state eligibility for incentive dollars.*
To address the ICCB's recommendation, the college is taking the following actions:

- ***Internal Procedures Review and Revisions:** Oakton continues to conduct an **internal procedures review and revisions, if necessary**, in an attempt to ensure more accurate reporting on-time. These efforts are designed to streamline the data collection and verification stages, aiming to reduce the number of submissions required to finalize data—which historically ranged as high as 10 to 12 submissions for certain reports.*
- ***Targeted Improvement for Specific Submissions:** we are focusing these improvements specifically on the reports identified by the ICCB as needing focused effort, including the **Annual Enrollment and Completion Data (A1)**, **Annual Completion Data (A2)**, **Annual Course Data (AC)**, **Noncredit Course Enrollment Data (N1)**, the **Faculty, Staff, and Salary Supplementary Information survey**, and the **Annual Faculty, Staff, and Salary (C3)**.*
- ***Data Quality Enhancements:** In addition to timeliness, our review aims to improve data coverage for variables such as **Age and Race/Ethnicity** in noncredit reporting and ensure better consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.*

By strengthening these internal workflows through regular review, Oakton College remains committed to providing the ICCB with high-quality, timely data for system-wide funding and reporting.

Appendix A
Oakton College (535) – 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)***	07/17/24	07/14/23	08/30/22	01/12/22	07/27/20
# Submissions to Final	3	2	4	5	3
Timeliness	2 days late	on time	46 days late	54 days late	12 days late
Duplicated Head Count	9210	10576	12970	11942	8347
Unduplicated Head Count	4321	5250	6728	5869	4201
# Error Codes in Final Submission	2	4	2	5	5
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	6.63 percent	17.67 percent	51.48 percent	42.63 percent	19.25 percent
% Unknown Age in Final Submission no value or .	5.67 percent	16.55 percent	50.83 percent	41.99 percent	17.58 percent
% Unknown Age in Final Submission unknown	0.09 percent	0.08 percent	0.20 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	28.01 percent	45.45 percent	52.90 percent	31.02 percent	7.43 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)***	08/16/24	09/12/23	09/19/22	10/12/21	09/23/20
# Submissions to Final	3	7	6	6	9
Timeliness	15 days late	41 days late	49 days late	on time	51 days late
Head Count (total incl. 0 hrs enroll.)	17746	16286	13826	14976	17067
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	5	2	2	4	2
# Critical Errors in Final Submission	1	0	0	0	0

% Records with Errors in Final Sub.	0.68 percent	0.62 percent	1.15 percent	1.00 percent	1.21 percent
% o Cumulative GPA in Final Sub.	21.19 percent	19.67 percent	13.82 percent	14.14 percent	19.03 percent
% o Cumulative Hours in Final Sub.	18.65 percent	16.93 percent	13.60 percent	13.96 percent	18.76 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	13.96 percent	12.77 percent	13.79 percent	21.45 percent	23.57 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	9.04 percent	9.21 percent	10.62 percent	10.52 percent	10.57 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.20 percent	0.15 percent	0.23 percent	0.33 percent	0.25 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)***	08/16/24	09/07/23	09/23/22	10/08/21	09/23/20
# Submissions to Final	1	3	5	3	5
Timeliness	on time	6 days late	22 days late	on time	22 days late
Record Count (duplicate completions)	2187	2104	1875	1682	1798
Total Number of Completions from A1	N/A	2078	1854	1647	1798
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	0	0	0	0
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.23 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity in Final unknown	3.70 percent	3.85 percent	3.09 percent	3.63 percent	2.00 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)***	08/16/24	09/07/23	09/23/22	10/08/21	08/27/20
# Submissions to Final	1	4	3	4	2
Timeliness	on time	6 days late	22 days late	on time	on time
Head Count in Final Submission	17746	16286	13826	14976	17067
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	8	5	6	1	6
# 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)***	09/03/24	09/12/23	09/23/22	01/20/22	09/18/20
# Submissions to Final	2	4	3	4	3
Timeliness	on time	11 days late	22 days late	8 days late	17 days late
# Error Codes in Final Submission	3	1	1	1	1
# Critical Errors in Final Submission	2	0	0	0	0
% Records with Errors in Final Sub.	0.53 percent	0.06 percent	0.05 percent	0.01 percent	0.03 percent
% Dual Credit in Final	9.91 percent	9.49 percent	8.52 percent	6.65 percent	6.41 percent
% Remedial (PCS 14) in Final	4.58 percent	4.79 percent	4.55 percent	4.18 percent	5.53 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)***	10/01/24	09/28/23	10/03/22	02/03/22	09/25/20
# Submissions to Final	2	1	2	4	3
Timeliness	on time	on time	on time	50 days late	on time
Head Count in Final Submission	8329	7032	7645	7433	7313
Discrepancy between E1 & Survey	-108	0	0	+241	+234
# Error Codes in Final Submission	2	2	3	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.60 percent	0.38 percent	0.88 percent	0.88 percent	0.15 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	99.18 percent	98.93 percent	99.11 percent	99.42 percent	99.14 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(10/01)***	09/30/24	09/30/23	10/03/22	10/01/21	10/01/20
Timeliness	on time	on time	on time	on time	on time
Head Count	8437	7032	7645	7192	7079
Discrepancy between E1 & Survey	+108	0	0	-241	-234

*** 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)***	10/08/24	10/12/23	11/01/22	11/23/21	10/30/20
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)***	11/06/24	11/22/23	04/05/23	11/23/21	10/15/20
# Submissions to Final	2	3	12	7	4
Timeliness	on time	7 days late	170 days late	on time	on time
# Error Codes in Final Submission	5	4	2	3	2
# Critical Errors in Final Submission	3	2	2	3	2
% Records with Errors in Final Sub.	12.81 percent	15.09 percent	16.68 percent	16.69 percent	13.78 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.10 percent	0.00 percent	1.02 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)***	11/21/24	11/28/23	10/13/22	11/30/21	10/22/20
# Submissions to Final	1	1	1	1	1
Timeliness	6 days late	13 days late	on time	on time	7 days late

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

African American Employment Plan Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year ***of Data***	2024	2023	2022	2021	2020
Final Submission Varies See Note*	11/13/24	12/01/23	12/14/22	01/11/22	12/09/20
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*	11/13/24	12/01/23	12/14/22	01/11/22	12/09/20
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*	11/13/24	12/01/23	12/14/22	01/11/22	12/09/20
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*	11/13/24	12/01/23	12/14/22	01/11/22	12/09/20
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**	11/13/24	12/01/23	12/14/22	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**	01/30/24	02/09/23	02/01/22	02/02/21
Timeliness	N/C**	on time	on time	on time	on time

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

Spring Semester Enrollment Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission **(02/15)***	02/18/25	02/14/24	02/14/23	02/15/22	02/15/21
Timeliness	1 day late	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)***	06/06/24	06/29/23	07/14/22	07/01/21	06/18/20
# Submissions to Final	1	2	10	2	4
Timeliness	on time	14 days late	29 days late	16 days late	3 days late
# Error Codes in Final Submission	1	2	2	2	1
# Critical Errors in Final Submission	1	1	1	2	1
% Records with Errors in Final Sub.	1.80 percent	11.03 percent	10.02 percent	9.36 percent	7.20 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	13.00 percent	11.35 percent	10.34 percent	5.57 percent	5.68 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	1.86 percent

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

Item #10.1
June 5, 2026

Minutes of the
470th Meeting of the
Illinois Community College Board

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

March 27, 2026

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 27, 2026, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

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

Item #2 - Announcements and Remarks by Board Chair

Chair Sylvia Jenkins welcomed everyone to the March Meeting, which just happens to be womens history month. She congratulated all the women. On Tuesday of this past week Chair Jenkins had the opportunity to participate in the Lunch & Learn with ICCB staff. This event was put on by the ICCB's DEI committee, which focuses on internal DEI strategies. During the trustees and presidents council meeting at Moraine Valley Community College, Chair Jenkins participated in their luncheon and was able to visit the Library, which was named after her.

Chair Jenkins went on to announce the Community College Baccalaureate degree passed unanimously out of the Executive Committee on March 25th, which is exciting news. This is a major milestone for Illinois and a clear signal of momentum behind expanding affordable, accessible pathways to bachelor's degrees across the state. This is a big step forward. Moving the community college bachelor's degree bill out of committee shows real momentum and a shared understanding that we need more flexible, affordable paths to a four-year degree in Illinois. This opens the door for more students, especially working adults and those who can't easily relocate—to earn a bachelor's degree close to home, in programs that connect directly to jobs in their communities.

Governor Pritzker recently released a new Executive Order to establish a cross-sector working group to recommend a new state attainment goal. The Executive Order appropriately shifts the conversation from a static target to a forward-looking strategy by tying the next goal to projected workforce needs through 2040. With more than 70% of jobs expected to require education or training beyond high school, attainment is now directly linked to economic competitiveness and talent pipeline development. Critically, the new attainment goal also is explicitly tied to equity.

Persistent disparities in attainment and economic outcomes by race, income, and geography indicate that simply increasing overall attainment will be insufficient without targeted strategies to close gaps. The Working Group will be co-chaired by the ICCB, IBHE, DCEO, and IDES, with many other state agencies involved as well.

Recently, Dr. Durham attended the IBHE meeting alongside ISACs Director and IBHE's Director and updated their Board on the progress for A Thriving Illinois—the state's higher education strategic plan. Following the update, the IBHE chair decided to form an Ad Hoc Committee, to focus on a few key areas in the plan. While these haven't been settled on completely yet, generally the areas will be around pathways to completion, Economic Development, and Affordability, among others. Mara Botman, our IBHE rep, will be representing us on that committee. Director Ostro and Chair Pranav will also be attending our September Board Working session to get some feedback on their proposed areas of focus that emerge from this effort.

Chair Jenkins went on to announce that the September Board meeting location will change to Elgin Community College. The working session will be on September 24th and the Board meeting will be held on September 25th. The December Board meeting will be moved to November 6th and will be held in Springfield. These changes are on the agenda for a vote during todays meeting.

Chair Jenkins concluded by announcing the Board will now appoint a Board member to the Foundation Board.

Item #2.1 - Appointment to the Illinois Community College System Foundation Board
George Evans made a motion, which was seconded by Maureen Banks, to nominate Board member An-Me Chung for the ICCB representative on the Illinois Community College System Foundation Board.

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

Item #3 - Board Member Comments
There were no comments.

Item #4 - Executive Director Report
Dr. Brian Durham gave a brief update and began by stating the Community College Baccalaureate degree is a system-wide effort. A congratulations and a big thank you to all the college's, Presidents, and Trustees for all their work.

Dr. Durham went on to thank Chair Jenkins for taking the time to join the ICCB staff at the Lunch and Learn to Learn in recognition of Black History Month and Women's History Month. Dr. Jenkins shared her leadership journey in community colleges and reflected on the impact of leadership on equity, policy, and student outcomes.

During the month of April, the ICCB will be setting up site visits with some community colleges across the state in honor of Community College month.

Executive Director Durham stated Elgin Community College who at the IL Workforce Innovations Board Spring meeting was recognized as the work-based learning and apprenticeship catalyst college.

Dr. Durham concluded his report by announcing the Board will be supplied with iPads during the Board meetings instead of the current tablets. This will begin at the June Board Meeting.

Item #5 - Community College Spotlight: Lake Land College

Over the course of the next year, the ICCB intends to work collaboratively with colleges to share examples of the good work taking place across the Illinois Community College System. Illinois community colleges are a significant strength of the state's higher education landscape, reflecting innovation, resilience, and a strong commitment to access, equity, workforce development, and student success. President Josh Bullock began by stating that Lake Land College is geographically the second largest community college in the state serving 58 communities and has a John Deer training program. Brandon Young, Dean of the Correctional Program, went on to describe their program partnership with the IL department of corrections.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Community College Trustees Association

Mr. Jim Reed began by stating the trustees meeting was held on March 20-21 at Moraine Valley Community College, Palos Hills. During this time, the association held a session on AI, heard reports from the committees, heard reports from the Student Trustee by Garrett Weigel, Moraine Valley Community College, from the president's council-Dr. Avis Proctor, from ICCB-Dr. Brian Durham, and from trustee Allena Barbato. On May 6-7, the ICCTA will hold their Lobby Day & ICCTA Meetings at The Pasfield House in Springfield, IL The next conference will be held on June 5 at the Westin in Lombard.

Item #6.2 - Illinois Community College Faculty Association

The faculty association representative was unable to make the meeting.

Item #6.3 - Illinois Council of Community College Presidents

Dr. Avis Proctor stated their last meeting was held on March 20 at Moraine Valley Community College, Palos Hills. The council recognized Dr. Ken Trzaska who was featured in the book From Upheaval to Action - What Works in Changing Higher Education and Achieving the Dream Recognitions: 2026 IL Leader Colleges: Triton College, Elgin Community College, Oakton College and 2026 IL Leader Colleges of Distinction: College of Lake County, Harper College. The council heard Federal Updates from Amanda Fuchs Miller; Statewide Workforce Strategy from Steve Pappageorge and Michelé Smith and Ken Trzaska; Strengthening Community Colleges Training Grant by Pam Lau and Ken Trzaska; the CAO/CSSO Reports from Jodie Koslow Martin and Julie Obermark; and the K12 and University Collaboration Updates from George Evans and Avis Proctor. The group heard from the Legislative Committee-Josh Bullock and Curt Oldfield; and from the state leaders. Upcoming meetings: May 6-7 - ICCTA Lobby Day & ICCTA Meetings at The Pasfield House, Springfield, IL; June 5 - ICCCP Meeting; at The Westin Chicago Lombard, Lombard, IL.

Item #6.4 - Adult Education and Family Literacy Council

Ms. Christine Strohl stated the council meets four times a year with the meetings being in person and two meetings being virtual. During the last meeting all the committees met and finalized their recommendations. The Council will bring these recommendations to the IL Community College Board.

Item #6.5 - Student Advisory Council

Ms. Allison Meese stated their January meeting was held at Parkland College. They discussed their Advocacy Day coming up on April 16th in Springfield and discussed their legislative priorities. Their Advocacy Day committee met in January and February. The new student Board member has been selected, Vrunda Patel from College of DuPage.

****

The Board took a break at 10:43 and returned at 10:52 a.m.

****

Item #7 - Committee Reports

Item #7.1 - Academic, Workforce, and Student Support

The committee met on Friday, March 27th at 8:00 a.m. with the following members present: Teresa Garate, Jeanne McDonald, Maureen Banks, Allison Meese, and Marlon McClinton. The committee discussed: the Report to the Governor and General Assembly which will be in the information items for review, the ICCB Recognition Manual 2026-2030 that will be included in the consent agenda, the new units, and will receive a Local Presentation on Adult Education by Chris Strohl, Dean for Workforce Solutions and Community Education, Lake Land College.

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

The committee met on Friday, March 27 at 8:30 a.m. with the following members present: George Evans, Hector Garcia, and Larry Peterson. The committee discussed Public Relations and Marketing Update; Spring 2026 Illinois Community College Opening Enrollment Report; Governor's Fiscal Year 2027 Budget Recommendations; Spring 2026 Legislative Update; and Administrative Rules: Dual Credit.

Item #7.2a – Governor's Fiscal Year 2027 Budget Recommendations and Legislative Update

On February 18, 2026, Governor Pritzker delivered his proposed Fiscal Year 2027 budget to the Illinois General Assembly and residents. The budget address focused on maintaining strong fiscal responsibility, improving affordability for working families, and preserving core services. The Governor's proposed budget includes a one percent increase ($3.1 million) over fiscal year 2026 appropriations for Base Operating, Equalization and City Colleges grants. The recommendation also includes continued funding for statewide initiatives. In response to the challenging budget outlook, the budget recommends elimination of funding for the PATH Grant Program, and a reduction in funding for Advanced Manufacturing-Electric Vehicles and Illinois National Guard/Veterans grants. A presentation was also provided during the Board meeting on the legislative update. ICCB staff went over a few legislative bills that are important to ICCB and the community college system. A document was provided to the Board members.

Item #8 - Community Colleges of Illinois Economic Impact Study Update

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

Item #9 - New Units

Item #9.1 – City Colleges of Chicago: Harry S Truman College, Richard J. Daley College, Wilbur Wright College, College of DuPage, Kankakee Community College, Kennedy-King College, College of Lake County, Lake Land College, Olive Harvey College, RichardDaley College, Shawnee Community College, Wilbur Wright College

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

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

PERMANENT PROGRAM APPROVAL

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

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

College of DuPage

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

Kankakee Community College

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

Kennedy-King College

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

College of Lake County

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

Lake Land College

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

Olive-Harvey College

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

Richard J. Daley College

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

Shawnee Community College

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

Wilbur Wright College

- Mechatronics Engineering Technology Certificate (30 credit hours)

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

Item #10 - recognition

Item #10.1 – John Wood Community College and Southeastern Community College

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

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

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

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

Item #11 - Adoption of Minutes
Marlon McClinton made a motion, which was seconded by George Evans, to approve the following item:

Item #11.1 - Minutes of the January 16, 2026 Board Meeting
The Illinois Community College Board hereby approves the Board minutes of the January 16, 2026, meeting as recorded.

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

Item #12 – consent agenda
George Evans made a motion, which was seconded by Maureen Banks, to approve the following items:

Item #12.1 - Revised Calendar Year 2026 Board Meeting Dates and Locations
The Illinois Community College Board hereby approves the Revised Calendar Year 2026 Board Meeting Dates and Locations listed below, with the new date for the September Board Retreat and new location for the September Meetings:

Calendar Year 2026 Board Meeting Dates and Locations

January 16
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

March 27
9:30 a.m. – Lake Land College, Mattoon

June 5
9:30 a.m. — Chicago Suburb - ICCTA Convention

July
Subject to Call

September 24
Board Retreat
1:00 p.m. – Elgin Community College, Elgin

September 25
Board Meeting
9:30 a.m. – Elgin Community College, Elgin

November 6
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

Item #12.2 - Recognition Manual
The Illinois Community College Board hereby approves the Recognition Manual for 2026 – 2030.

Item #12.3 - 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
GRF/ Allocated	Sorling Northrup	40,000	50,000	7/1/25-6/30/26	*Sole Source Provider*: ICCB Legal Services We are increasing our contract for this year due to 76% utilization as of January. This contract total exceeds 10 percent of what was provided during the June Board

Item #12.4 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #12.4a - Advisory Organizations
The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

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

1501.116 Use, Security and Confidentiality of Data
1501.117 Shared Data Agreements
1501.118 Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

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

SUBPART C: PROGRAMS

Section
1501.301 Definition of Terms
1501.302 Units of Instruction, Research, and Public Service
1501.303 Program Requirements
1501.304 Statewide and Regional Planning
1501.305 College, Branch, Campus, and Extension Centers
1501.306 State or Federal Institutions (Repealed)
1501.307 Cooperative Agreements
1501.308 Reporting Requirements
1501.309 Course Classification and Applicability
1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311 Credit for Prior Learning
1501.312 Extension of Curricular/Credit Courses
1501.313 Dual Credit
1501.314 Multiple Measures Placement

SUBPART D: STUDENTS

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

SUBPART E: FINANCE

Section
1501.501 Definition of Terms
1501.502 Financial Planning
1501.503 Audits
1501.504 Budgets
1501.505 Student Tuition
1501.506 Published Financial Statements
1501.507 Credit Hour Claims
1501.508 Special Populations Grants (Repealed)

1501.509 Workforce Preparation Grants (Repealed)
1501.510 Reporting Requirements
1501.511 Chart of Accounts
1501.512 Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants
1501.514 Business Assistance Grants (Repealed)
1501.515 Advanced Technology Equipment Grant (Repealed)
1501.516 Capital Renewal Grants
1501.517 Retirees Health Insurance Grants (Repealed)
1501.518 Uncollectible Debts (Repealed)
1501.519 Special Initiatives Grants
1501.520 Lincoln's Challenge Scholarship Grants
1501.521 Technology Enhancement Grants (Repealed)
1501.522 Deferred Maintenance Grants (Repealed)
1501.523 Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

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

SUBPART G: STATE COMMUNITY COLLEGE

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

SUBPART H: PERSONNEL

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

1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 202; amended at 45 Ill. Reg. 12514, effective September 21, 2021; emergency amendment at 46 Ill. Reg. 15357, effective August 24, 2022, for a maximum of 150 days; emergency rule expired January 20, 2023; amended at 47 Ill. Reg. 2227, effective February 1, 2023; amended at 47 Ill. Reg. 11426, effective July 11, 2023; amended at 47 Ill. Reg. 14801, effective October 6, 2023; amended at 48 Ill. Reg. 10170, effective June 25, 2024; amended at 50 Ill. Reg. _____, effective _____.

SUBPART E: FINANCE

Section 1501.102 Standing Advisory Organizations

a) Standing Advisory Organizations. The ICCB shall recognize the following organizations as advisory:

1) The Illinois Community College Trustees Association or its successor organization as authorized under Section 3-55 of the Act.
2) The Adult Education and Family Literacy Advisory Council or its successor organization as authorized under Section 2-12 of the Act.

3) A statewide organization representing community college presidents designated by a resolution approved by the State Board.
4) A statewide organization representing community college faculty designated by a resolution approved by the State Board.

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

c) Advisory organizations will have the opportunity to bring matters before the ICCB during a regular ICCB meeting and will have an opportunity to provide advice to the ICCB on proposed rule and policy adoptions and matters of interest to community colleges.

d) Advisory Committees. Advisory committees to the ICCB may be authorized and appointed by the ICCB. Membership and terms of appointment shall be established at the time of authorization.

e) Student Advisory Committee

1) Purpose. The purposes of this committee are to:

A) Review proposed ICCB policies;

B) Inform the ICCB of systemwide issues that impact the education of community college students; and

C) Select the ICCB Student Member.

2) Membership. Each member of the Student Advisory Committee shall be the nonvoting student member of the local district board of trustees. In the case of multi-college districts, the student trustee of the district shall automatically be designated as the voting member for the individual college where he or she attends. If the student member of the local district board of trustees cannot serve and, for colleges that are part of a multi-college district not represented by the district's student member, the district's president or chief executive officer may designate a student as a voting member. No community college shall have more than one voting member per college. The ICCB Student Member will serve ex officio.

3) Officers. The Student Advisory Committee shall annually select the following officers from its membership to serve a one-year term: a Chair to conduct the meeting of the Committee; a Vice Chair to assist the Chair, to conduct the meeting if the Chair is absent, and to represent the SAC on the IBHE Student Advisory Committee; and a Recording Officer to record the minutes of all SAC meetings.

4) The Executive Director of ICCB shall call SAC meetings as necessary and notify each local district board of trustees at least 30 days in advance.

5) ICCB Meetings. The SAC report may be given at regular ICCB meetings

f) Selection of ICCB Student Member. The SAC will seek nominations for the ICCB Student Member from all Illinois public community colleges. A college district can nominate one candidate for this position. The nomination shall include information such as personal information (name and address), number of credit hours (current and expected), college and community activities, resume, letters of reference, and rationale for desiring the position. The ICCB Student Member shall be elected before June 1 by a majority vote of SAC members present from all nominations who meet ICCB student membership requirements as delineated in subsection (e).

g) Membership Requirements of ICCB Student Member. The ICCB Student Member shall be enrolled in an Illinois public community college for a minimum course load of six semester hours during both the fall and spring semesters or equivalent for each term of his/her appointment. If the course load of the ICCB Student Member falls below the minimum credit hours, that member shall be replaced by a majority vote of the SAC members present at the next SAC meeting.

h) Length of Term of ICCB Student Member. The ICCB Student Member shall serve for a term of one year beginning on July 1 and expiring on June 30. No ICCB Student Member shall serve for more than two terms. Service during a partial term shall not be considered as one term

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

Section 1501.116 Use, Security and Confidentiality of Data

a) The ICCB and entities accessing ICCB data shall comply with all applicable federal and State laws which regulate the privacy and use of, and access to, shared data. (See, e.g., the Family Educational Rights and Privacy Act (20 USC 1232g); the Illinois School Student Records Act [105 ILCS 10]; the Data Processing Confidentiality Act [30 ILCS 585]; the Freedom of Information Act [5 ILCS 140]; Section 487 of the Higher Education Act of 1965, as amended (20 USC 1094)).

b) ICCB data is confidential and shall not be used or shared for any purpose other than that which is directly related to internal operations of ICCB or that which is stipulated in an ICCB shared data agreement with another entity. Entities accessing ICCB data shall be responsible for meeting ICCB shared data agreement security procedures and protocols, pursuant to Section 1501.117, to protect the integrity of the data accessed, stored, transmitted or received.

c) In the event of a confirmed cybersecurity incident a college, the college shall report the incident to the ICCB Executive Director within 24 hours. A cybersecurity incident is classified as critical if it is severe in nature and results in significant damage at the institution, such as major infrastructure failures, a total loss of access to essential systems, or widespread data breaches.

d) Upon a receipt of a cybersecurity incident report, the ICCB shall immediately suspend the college's access to ICCB shared applications and data exchanges to prevent further propagation of the threat. Once the college provides evidence that the cybersecurity incident has been contained, the ICCB will reinstate the college's access to shared applications and data exchanges.

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

Section 1501.201 Reporting Requirements

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

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

December 30	• institutional plan for scaling evidence-based developmental education reforms (see Section 1501.314(d)) • external audit (see Section 1501.503(a)) • annual instructional cost report (see Section 1501.510(c)) • unexpended special initiative grant funds return report (see Section 1501.519(d))
30 days after the end of each term	• credit hour claims (see Section 1501.507(a))

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

Section 1501.308 Reporting Requirements

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

a) Annual salary data and basic characteristics, including but not limited to sex, date of birth, ethnic classification, highest degree earned, tenure status, and employment or teaching areas, of the faculty and staff employed by the college as of November 1 shall be submitted on or before November 15 of each year. Fiscal year data shall be submitted on or before June 15.

b) An annual African American Employment Plan Survey, Asian Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, Hispanic/Latino Employment Plan Survey, and Native American Employment Plan Survey submitted on or before February 1. (See 5 ILCS 410.)

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

Section 1501.406 Reporting Requirements

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

a) Basic characteristics, including sex, date of birth, ethnic classification, and instructional area of enrollment, of each student enrolled in all courses offered for credit during each term within the following schedule:

1) Students enrolled as of the end of the regular registration during the fall term shall be reported on or before October 1 of that year.

2) Students enrolled and/or completing a certificate or degree program during the fiscal year shall be reported on or before August 1.

b) Student headcount and full-time equivalent enrollments as of the end of regular registration for fall and spring/winter terms within the following schedule:

1) Fall Term: On or before October 1

2) Spring Semester: On or before February 15

d) An annual noncredit course enrollment data submission (N1) on or before July 15.

e) Summer graduate reporting (for the Integrated Postsecondary Educational Data System Graduation Rate Survey) submitted on or before November 1.

f) An annual Student Identification data submission on or before September 1.

g) An annual course submission on or before September 1.

h) An annual report on student parents and child care center information pursuant to the Student Parent Data Collection Act (110 ILCS 149) on or before October 15.

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

Section 1501.503 Audits

a) External Audits.

1) A copy of the annual external audit shall be submitted electronically to ICCB on or before December 30 following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the Executive Director on or before December 30 following the close of the fiscal year. This request shall be with an explanation of the circumstances that cause the report to be delayed, along with an estimated date for submission.

2) An audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of per capita cost and a State grant compliance section that includes a schedule of enrollment data, a proof of enrollment data, a description of the process for verifying residency status, a schedule of the district equalized assessed valuation, schedules for the restricted/special initiative grants distributed by ICCB and received by the district in the manner and format established by ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.

3) Each ICCB restricted or special initiatives grant shall verify that grant funds received by the district were expended in the manner designated by ICCB. ICCB shall designate allowable expenditures for each of the restricted or special initiatives grants to include, but not be limited to, salary and benefits, contractual services, materials, instructional and office equipment, staff development, and travel. The external audit shall include an auditor's report on compliance with State requirements, along with a balance sheet and a statement of revenues and expenditures based upon an understanding of the purpose of the grant, allowable expenditures, expenditure limitations, grant administrative standards, and transfer of funds, if applicable.

b) Confirmation of ICCB Grants. To confirm district records, a district shall provide a copy of ICCB allocation of grants to its external auditor. External auditing firms can confirm allocations using the community college Operating Budget and Technical Appendix located on the ICCB website.

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

Section 1501.510 Reporting Requirements

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

a) Resource Allocation and Management Plan (RAMP) data by August 1 of each year.

b) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 30 following the end of that fiscal year.

c) A survey of local budget and tax extensions and collections by September 1 of each year.

d) Certificate of Tax Levy by January 31 of each year.

e) Annual tuition and fees survey by August 1 of each year.

f) Certificate of Credit Hour Claims by November 1 of each year.

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

Section 1501.603 State-Funded Capital Projects

a) Projects Eligible to Receive State Funds. State funds may be requested for capital projects, both those to be purchased and those to be constructed, as defined in this subsection (a). The funds shall be requested before construction and may include or consist of architectural and engineering fees associated with the project. These projects shall consist of:

1) Buildings, Additions, and/or Structures (including fixed equipment). Types of buildings that may be included are:

A) Administration and student personnel services facilities;

B) Central utility facilities;

C) Classrooms;

D) Fine and applied arts classrooms and laboratories;

E) Libraries;

F) Occupational technical, and semi-technical laboratories, shops and classrooms;

G) Other structures used for the operation and maintenance of the campus;

H) Physical education instructional facilities;

I) Science laboratories and related science facilities; and

J) Student areas appropriate to the needs of a commuter institution, including food services, lounge areas, study areas, storage lockers, child care facilities, and facilities for student activities such as newspaper editing and student government.

2) Land.

3) Movable Equipment.

4) Utilities (those beyond a five-foot perimeter of buildings).

5) Remodeling or Rehabilitation of Existing Facilities. These projects include provision for:

A) Access for students with disabilities;

B) Emergency repairs (including construction defects/deficiencies);

C) Energy conservation; and

D) Programmatic changes.

6) Site Improvements.

A) Clearance;

B) Drainage;

C) Earth movement;

D) Finish grading, seeding, landscaping;

E) Other work required to make land usable as a building site;

F) Parking; and

G) Streets and walkways.

7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.

b) Application Criteria for New Construction Projects at the Primary Site. The acquisition of buildings/additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. In order for capital projects for new construction to be considered for State funding, the following requirements shall be met:

1) Certification of local board approval of the projects requested shall be provided.

2) Certification shall be provided that funds or credits are available to provide the local share of the cost of the projects in accordance with Articles IIIA and V of the Act.

3) Certification shall be provided that a suitable construction site is available. Suitability is determined through a site feasibility study and a Capital

Development Board technical evaluation. The feasibility study shall address, at a minimum, the following:

A) The location of the site in relation to geography and population of the entire district and in relation to sites of the district's other colleges;

B) The impact on the surrounding environment, including the effect of increased traffic flow;

C) Accessibility to the site by existing and planned highways and/or streets;

D) Cost of development of the site in relation to topography, soil condition and utilities;

E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost;

F) The number, location and characteristics (type of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered; and

G) The location of the site in relation to existing institutions of higher education.

4) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).

5) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(1)(C) or a specific program need basis as specified in subsection (e)(1)(D).

6) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.

c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and rehabilitate a facility shall require submittal of the following:

1) An application on forms prescribed by ICCB;

2) Certification of local board approval of the projects requested;

3) Certification that funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act;

4) A summary detailing the effects of the remodeling on space usage (classrooms, laboratories, offices, etc.); and

5) A justification statement regarding the need to remodel.

d) Application Criteria for Secondary Site Projects. Projects for the acquisition/construction of a new site and/or structure for purposes other than a primary site facility and projects

for acquisition of sites and/or structures adjacent to the primary site shall require submittal of the following:

1) A resolution by the local board of trustees stating that:

A) Local funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act; and

B) The programs offered have been approved by ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.

2) Copies of at least two appraisals of the property.

3) Proof that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not prevent the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into the total cost of procuring the facility.)

4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.

5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.

e) Site Purchase. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.

f) Utilities. Utilities projects (beyond a five-foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.

g) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.

h) Project Priority Criteria. All projects must meet requirements as stated in Sections 5-3 and 5-4 of the Act. A maximum of 100 points will be awarded for each submitted capital project. Capital project priorities will be established according to the following criteria:

1) Type of Space (10%). Priorities will be assigned to colleges based on the type of space to be constructed, purchased, improved, or remodeled (in priority order). In the case of site purchases, utilities, and site improvements not related to new facilities acquisition, priorities will be assigned based upon the type of space associated with the project.

A) Instructional, study, office and student areas (all weighted equally):

i) Instructional space, including basic classrooms, lecture halls, seminar rooms and other rooms used primarily for scheduled

instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space used as classroom service, that is, projection rooms, telecommunication control booths, closets, etc., are included (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).

ii) Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support the activities of these rooms (FICM Codes 410-455).

iii) Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms (FICM Codes 310-355).

iv) Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms used for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).

B) Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).

C) Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls, used primarily for general presentations or performances (FICM Codes 610-625). Includes areas that serve as an extension of the activities in that facility.

D) Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasiums, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM Code series 100.)

E) Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515 and 530-590).

2) Core Campus Considerations (20%). Priorities will be assigned to colleges that do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.

3) Space Criteria/Considerations (20%). Utilization of existing space will be calculated by annual full-time equivalent enrollment per net assignable square feet (NASF) of the most recently completed fiscal year. Priority will be assigned to those districts that have the highest utilization of owned space.

4) Program Considerations (20%). Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:

A) Documented need as evidenced by the college's accountability and productivity reviews;

B) Labor market demand for completers of the program (as indicated by current manpower data);

C) Unavailability of special facilities needed for the program; and

D) Other special needs or measures as described in the program justification statement submitted by the college with the project request.

5) College Ranking (10%). Priorities will be assigned to projects that are ranked as a high priority by the college.

6) Prior Commitment (10%). Additional consideration will be given to the project if it had previous ICCB approval for planning or construction or a commitment made through prior appropriations by the State.

7) Structural Considerations (5%). Additional consideration will be given for structural considerations (in priority order).

A) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);

B) Overall condition of space and/or other structural integrity considerations;

C) Those projects that will result in financial and/or natural resource savings (energy conservation).

8) Local Resources (5%). Consideration will be given to districts that qualify for Equalization Grants (see Section 2-16.02 of the Act), have a high poverty level within the district, and have an economically disadvantaged student body.

i) Changes in budget and/or scope to approved construction projects shall be submitted for approval according to the following criteria:

1) Changes in budget/scope totaling five percent or less of the approved project budget/scope shall be reconciled at the completion of the project and submitted to ICCB for information purposes.

2) When changes in the project budget/scope have reached five percent, any subsequent change modifying the budget/scope of the project shall require

approval by the ICCB Executive Director, prior to expenditure of funds on the additional work. The criteria the ICCB Executive Director will use for approving changes in the project budget/scope will be the same as are listed in this Section.

j) Construction Standards. The standards listed in this subsection (j) shall be applied in the design and construction of facilities.

1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.

2) Facilities Codes. All construction, remodeling and rehabilitation of facilities shall be in compliance with the following standards:

A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:

i) International Building Code, 2018 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).

ii) International Mechanical Code, 2018 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).

iii) National Electrical Code, NFPA 70, 2020 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).

iv) National Fire Protection Association 101, Life Safety Code, 2018 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).

B) Illinois administrative rules that are referenced in this Part are:

i) Illinois Plumbing Code (77 Ill. Adm. Code 890).

ii) Illinois Accessibility Code (71 Ill. Adm. Code 400) or the 2010 Americans with Disabilities Standards for Accessible Design (28 CFR 35 and 36), whichever is more stringent.

iii) Fire Prevention and Safety (41 Ill. Adm. Code 100).

iv) Illinois Energy Conservation Code (71 Ill. Adm. Code 600).

C) Any local building codes that may be more restrictive than the codes listed in this subsection (j)(2).

3) State of Illinois Building Related Requirements. To assist the architect in determining which statutes and rules might be applicable to a project, the Capital Development Board (CDB) has assembled an Illinois Construction-Related Statutes and Rules Directory that lists statutory requirements relative to State

construction. CDB also maintains an Illinois Municipal Code Directory.. Both resources are available on CDB's website (https://cdb.illinois.gov/business/codes/buildingcodesregulations.html).

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

Section 1501.604 Locally Funded Capital Projects

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

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

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

Item #13 - Information Items
There was no discussion.

Item #13.1 - Fiscal Year 2026 Financial Statements
Item #13.2 - Fiscal Year 2025 Adult Education and Literacy Report to the Governor and General Assembly
Item #13.3 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director
Item #13.4 - ICCB Spring 2026 Illinois Community College Opening Enrollment Report

Item #14 - Other Business
There was no other business.

Item #15 - Public Comment
There was no public comment.

Item #16 - Executive Session
Larry Peterson made a motion, which was seconded by Maureen Banks, to approve the following motion:

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

A voice vote was taken with the following results:

Maureen Banks	Yea	Jeanne McDonald	Yea
George Evans	Yea	Marlon McClinton	Yea
Hector Garcia	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Allison Meese	Yea
		Sylvia Jenkins	Yea

The motion was approved. The Board entered executive session at 12:14 p.m.

* * * * * * * * *

Maureen Banks made a motion, which was seconded by Marlon McClinton, to reconvene Public Session at 12:40 p.m.

A voice vote was taken with the following results:

Maureen Banks	Yea	Jeanne McDonald	Yea

George Evans	Yea	Marlon McClinton	Yea
Hector Garcia	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Allison Meese	Yea
		Sylvia Jenkins	Yea

The motion was approved.

Item #17 - Approval of Confidentiality of Executive Session Minutes

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

> The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022; March 24, 2023; June 2, 2023; February 2, 2024; March 22, 2024; June 7, 2024; September 27, 2024; March 21, 2025; and June 6, 2025 are to remain confidential. All other Executive Session Minutes are available for public inspection.

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

Item #18 - Adjournment

Larry Peterson made a motion, which was seconded by Marlon McClinton, to adjourn the Board meeting at 12:41 p.m.

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

Item #10.2
June 5, 2026

Illinois Community College Board

UNAPPROVED

Minutes
of the Executive Session of the
Illinois Community College Board Meeting

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

March 27, 2026

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Executive Session minutes of the March 27, 2026 meeting as recorded.

The Board entered Executive Session at 12:14 p.m. Board members present: Sylvia Jenkins, Hector Garcia, George Evans, Jeanne McDonald, Marlon McClinton, Maureen Banks, Allison Meese, student member, Larry Peterson, and Teresa Garate. Staff members Brian Durham and Ann Knoedler were present during the meeting.

Discussions took place on staff salaries and the Executive Director's Employment Agreement.

The Board entered Executive Session at 12:40 p.m. Board members present: Sylvia Jenkins, Hector Garcia, George Evans, Jeanne McDonald, Marlon McClinton, Maureen Banks, Allison Meese, student member, Larry Peterson, and Teresa Garate. Staff members Brian Durham and Ann Knoedler were present during the meeting.

Respectfully submitted,
Ann Knoedler

Item #11.1
June 5, 2026

Illinois Community College Board

CALENDAR YEAR 2027 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2027:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2027 Board Meeting Dates and Locations listed below:

Calendar Year 2027 Board Meeting Dates and Locations

January 15
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield
City Colleges of Chicago District Office, Chicago

March 19
9:00 a.m. – Parkland College, Champaign

June 4
9:00 a.m. — TBD

July
Subject to Call

August
Board Retreat – TBD

September 24
9:00 a.m. – Southwestern Illinois College, Belleville

November 5
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

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

Item #11.2
June 5, 2026

Illinois Community College Board

ADJUSTMENT OF SALARY RANGE CEILINGS

The ICCB operates under the State Universities Civil Service System (SUCSS), which requires the establishment and maintenance of salary ranges for covered positions. Due to ongoing market pressures, salary compression, increased competition for qualified professionals, and compensation disparities between ICCB and comparable state agencies and higher education entities, the current salary range ceilings no longer provide sufficient flexibility to effectively recruit, retain, and advance qualified staff, requiring the upward adjustments to the ceiling amounts for all ICCB salary ranges. This action adjusts salary range ceilings only and does not authorize salary increases. This item has no impact on the cost-of-living increases proposed later in the agenda.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

> The Illinois Community College Board hereby approves the Executive Director to upwardly adjust the ceiling amounts for all ICCB salary ranges.

Item #11.3
June 5, 2026

Illinois Community College Board

COST OF LIVING ADJUSTMENT (COLA)

The ICCB periodically reviews employee compensation to maintain competitive salary structures, support employee retention and recruitment efforts, and address increases in the cost of living. This item is intended to bolster alignment between agency compensation practices and broader state and labor market conditions.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

> The Illinois Community College Board hereby authorizes the Executive Director to implement a 4.75% cost-of-living adjustment (COLA) for all ICCB staff and to adjust associated salary ranges as necessary, contingent upon the availability of budget authority beginning July 1, 2026, for Fiscal Year 2027.

Item #11.4
June 5, 2026

Illinois Community College Board

AUTHORIZATION TO ENTER INTO INTERAGENCY CONTRACTS/AGREEMENTS

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

> The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2027.

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

Since several of the fiscal year 2027 grants and contracts will be negotiated during June, July, and August, this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Item #11.5
June 5, 2026

Illinois Community College Board

AUTHORIZATION TO TRANSFER FUNDS AMONG LINE ITEMS

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

> The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2027 appropriated operating line items, as needed.

BACKGROUND

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. The annual Budget Implementation bill sets the percentage that will be allowed in the next fiscal year. In fiscal year 2026 the rate was four percent. Transfers exceeding the set percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Item #11.6
June 5, 2026

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2027 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /Allocated	IL Community College System Foundation	$646,736	7/01/26 – 6/30/27	Rental of Office Space
GED/GRF	Turn-Key Solutions International, Inc.	$293,282	7/01/26 – 6/30/27	*Sole Source Provider:* High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	$28,080	7/01/26 – 6/30/27	*Sole Source Provider*: Data submission to feds
GRF/Allocated	Sorling Northrup	$40,000	7/01/26 – 6/30/27	*Sole Source Provider:* ICCB Legal Services
EDP	Executive Information Systems	$25,572	7/01/26 – 6/30/27	*Master Contract:* SAS Server License
EDP	ESI Services, LLC	$20,236	7/1/26 – 6/30/27	*Sole Source Provider* Annual Silver Lever Support COBOL-IT
GRF	Crowe LLP	$66,100	7/1/26 – 6/30/27	*Master Contract:* FY26 GAAP Package Preparation
GED/GRF	GED Testing Services, LLC.	$400,000	7/01/26 – 6/30/27	*Sole Source Provider:* ILSAVE Discount Program for GED Testing

* Amounts are estimated based on the Fiscal Year 2026 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the board for approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
GRF	Bob Ridings	$36,473	4/16/26 – 4/30/26	New fleet addition for the Springfield office (replacing aged out Camry) 2026 Ford Escape
GRF	Bob Ridings	$36,473	4/21/26 – 5/15/26	New fleet addition for the Chicago office (GOMB approved) 2026 Ford Escape

Item #11.7
June 5, 2026

Illinois Community College Board

PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATIVE RULES

DUAL CREDIT
(*Action Required)*

Public Act 104-12, approved June 30, 2025, makes statutory changes to the Dual Credit Quality Act (110 ILCS 27). The legislation necessitates that the Board updates its administrative rules on dual credit to reflect the impact of these recent legislative changes. More specifically, the Public Act requires the school district and community college district to designate a liaison and begin negotiations to reach a dual credit partnership agreement no later than 60 calendar days after the initial request. The Act requires that prior to offering dual credit coursework with any postsecondary institution other than a community college, a school district must first negotiate with the designated liaison of the school district's local community district to seek a partnership agreement with the community college district (i.e. community college right of first refusal). The Act further prohibits the school district from entering a contract with an out-of-state postsecondary institution until the school district has demonstrated to the ICCB that the school district has taken appropriate steps to consider the listing of in-state postsecondary institutions and provides a rationale as to why the course can be provided only by an out-of-state postsecondary institution. Lastly, the Act stipulates that the academic credentials required to be a fully qualified dual credit instructor are either a master's degree in the discipline to be taught or a master's degree in any other discipline and a minimum of, but not more than, 18 graduate hours in the discipline to be taught. The Act establishes notice requirements for disapproval of course requests, instructors, or course documentation or withdrawal of course or instructor approval and an appeal process through the ICCB. Each of these items are reflected in updated dual credit rules.

This proposed rulemaking was published in the *Illinois Register* (50 Ill. Reg 4572; March 27, 2026) for the formal public comment period. Based on additional ICCB staff review and public comment, the ICCB has incorporated several 1st notice changes into the proposed amendment. These changes are noted by the highlighted language throughout the document.

The proposed amendment to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

> The Illinois Community College Board hereby approves the following amendment to *23 Ill. Adm Code 1501; Administration of the Illinois Public Community College Act* and authorizes its Executive Director to process the amendment in accordance with the Illinois Administrative Procedures Act.

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section

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

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section

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

SUBPART C: PROGRAMS

Section

1501.301 Definition of Terms
1501.302 Units of Instruction, Research, and Public Service

1501.303 Program Requirements
1501.304 Statewide and Regional Planning
1501.305 College, Branch, Campus, and Extension Centers
1501.306 State or Federal Institutions (Repealed)
1501.307 Cooperative Agreements
1501.308 Reporting Requirements
1501.309 Course Classification and Applicability
1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311 Credit for Prior Learning
1501.312 Extension of Curricular/Credit Courses
1501.313 Dual Credit
1501.314 Multiple Measures Placement

SUBPART D: STUDENTS

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

SUBPART E: FINANCE

Section
1501.501 Definition of Terms
1501.502 Financial Planning
1501.503 Audits
1501.504 Budgets
1501.505 Student Tuition
1501.506 Published Financial Statements
1501.507 Credit Hour Claims
1501.508 Special Populations Grants (Repealed)
1501.509 Workforce Preparation Grants (Repealed)
1501.510 Reporting Requirements
1501.511 Chart of Accounts
1501.512 Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants
1501.514 Business Assistance Grants (Repealed)
1501.515 Advanced Technology Equipment Grant (Repealed)
1501.516 Deferred Maintenance Grants
1501.517 Retirees Health Insurance Grants (Repealed)
1501.518 Uncollectible Debts (Repealed)

1501.519 Special Initiatives Grants
1501.520 Lincoln's Challenge Scholarship Grants
1501.521 Technology Enhancement Grants (Repealed)
1501.522 Deferred Maintenance Grants (Repealed)
1501.523 Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section

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

SUBPART G: STATE COMMUNITY COLLEGE

Section

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

SUBPART H: PERSONNEL

Section

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

1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2021; amended at 45 Ill. Reg. 12514, effective September 21, 2021; emergency amendment at 46 Ill. Reg. 15357, effective August 24, 2022, for a maximum of 150 days; emergency expired January 20, 2023; amended at 47 Ill. Reg. 2227, effective February 1, 2023; amended at 47 Ill. Reg. 11426, effective July 11, 2023; amended at 47 Ill. Reg. 14801, effective October 6, 2023; amended at 48 Ill. Reg. 10170, effective June 25, 2024; amended at 50 Ill. Reg. _____, effective _____.

SUBPART C: PROGRAMS

Section 1501.313 Dual Credit

a) Dual credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet all ~~the following requirements: 1)~~State laws, ICCB regulations,~~Laws~~ and ~~Regulations~~accreditation standards ~~and Accreditation Standards. All State laws, ICCB regulations, accreditation standards~~ specified by the Higher Learning Commission (HLC) and local college policies ~~that apply to courses~~, instructional procedures, and academic standards that~~at the college~~ apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty and staff associated with these courses. The Board hereby incorporates by reference the following: Higher Learning Commission Institutional Policies and Procedures for Determining Faculty Qualifications: HLC's Criteria for Accreditation and Assumed Practices~~: Number: CRRT.B.10.020.~~ (September 2025~~2018~~), with no later editions or amendments, available from the Higher Learning Commission ~~(HLC)~~, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411.

b~~2~~) Instructors. The instructors ~~for these courses shall be selected, employed and reviewed by the community college. They~~ shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. *The school district shall identify, recommend, and the community college district shall review and approve high school instructors of dual credit courses taught on the campus of a high school*. The school district is responsible for hiring and compensating approved instructors. [110 ILCS 27/16(b)(6)]

1~~A~~) For instructors teaching transfer courses, classified by Program Classification Code (PCS) (1.1 ~~PCS (in the ICCB Program Classification System))~~, these qualifications *shall include either (i) a master's degree in the discipline to be taught or (ii) a master's degree in in any other discipline and a minimum of, but not more than, 18 graduate hours* ~~shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours~~ appropriate to the academic field of study *or in the discipline to be taught*~~or in the discipline in which the instructors will be teaching~~. Instructors *shall not be required to exceed those minimum credentials*, but may be required to meet specialized accreditation, professional licensure or certification requirements of specific courses.

2) For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and

appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction. Instructors shall not be required to exceed those minimum standards, but may be required to meet specialized accreditation, professional licensure or certification requirements of specific courses.

3) When a dual credit course is team-taught, each instructor of record shall individually meet the faculty qualification requirements applicable to the course. A student teacher, teaching assistant, aide, or other individual who does not meet the applicable faculty qualification requirements may not serve as an instructor of record, assign grades, or independently deliver dual credit instruction.

4~~B~~) High school instructors teaching dual credit ~~transfer~~ courses who do not meet the faculty credential standards of this subsection (b~~a~~)(1) or (2) *to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the* community college~~college~~ *and shared with the State Board of Education, to raise his or her credentials to be in line with the* subsection (b)(1) or (2) [110 ILCS 27-20(B)]. *The high school instructor shall qualify for a professional development plan if the instructor:.*

A) *has a master's degree in any discipline, has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach, and agrees to demonstrate his or her progress toward completion to the supervising* community college, *as outlined in the professional development plan; or*

B) *is a fully licensed instructor in career and technical education who is halfway toward meeting the* community college's r*equirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion to the supervising* community college, *as outlined in the professional development plan.* [110 ILCS 27/20(2.5)]

C) ~~*For a high school instructor entering into a professional development plan* by December 31, 2022, *to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*~~

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

ii) ~~*These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*~~

iii) ~~*The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or*~~

~~• *Has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach; and*~~

~~• *Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan.* [110 ILCS 27/20(1)(B)]~~

iv) ~~The provisions of this subsection (a)(2)(B) and (C) shall not apply after December 31, 2022.~~

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

Ci~~i~~) *The* community college~~*college*~~ *shall have 30* business *days to review the plan and approve an instructor professional development plan that is in line with the credentials set forth in* this subsection (b)~~*appropriate to the discipline being taught*~~.

Dii~~i~~) *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated,* as outlined in the approved professional development plan. *Inbut in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*

~~iii) *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach;*~~

~~*or is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion as outline in the professional development plan.* [110 ILCS 27/20]~~

E) *A high school instructor whose professional development plan is not approved by the* community college may appeal the decision by submitting a written request to the ICCB via regular mail to 401 East Capitol Avenue, Springfield, IL 62701 or by electronic means as provided by the Board on its official website. The written appeal must be submitted within 30 business days of the community college's decision to deny approval of the plan and shall include a copy of the instructor's proposed professional development plan and denial decision received from the community college. Upon receipt of the official appeal and supporting documentation, the Executive Director shall make a determination on the appeal within 30 business days. The high school and community college will be notified in writing of the Executive Director's decision [110 ILCS 27/20] ~~For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.~~

F) The Executive Director shall evaluate each appeal based upon the following criteria:

i) the high school instructor meets the minimum requirements for a professional development plan as outlined in this subsection (b)(3);

ii) the professional development plan outlines an appropriate educational pathway to earn the necessary credentials to meet minimum faculty qualifications in the discipline(s) outlined in the plan; and

iii) the professional development plan can reasonably be completed within three years.

G) The Executive Director shall review and consider justification and supporting evidence submitted by the community college district, high school, and high school instructor as part of the appeal process.

5) High school instructors are expected to participate in any orientation developed by the community college for dual credit instructors. High school instructors shall be given the opportunity to participate in all activities available to adjunct faculty provided such opportunities do not conflict with the instructor's regular teaching duties.

c~~3~~) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.

d~~4~~) Placement Testing and Prerequisites. The academic criteria for course placement shall be evidence-based and shall include multiple appropriate measures to determine whether a student is prepared for any dual credit coursework in which the student enrolls. High school and community college dual credit liaisons shall annually review the school district's statutorily required academic acceleration policy to establish which cut scores would qualify a student for accelerated placement into dual credit courses under the community college's current placement scores. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to ensure ~~assure~~ that they are qualified and prepared.

e~~5~~) Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs. *Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses*. This review is required to ensure the course delivered by the high school is equivalent to the same course offered by the community college. [110 ILCS 27/20 (8)]

f~~6~~) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and student assessments~~methods of evaluating students~~ shall be the same as for on-campus offerings.

g7) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.

h) Student Academic Standing. The community college *may adopt policies to protect the academic standing of students who are not successful in dual credit courses, including, but not limited to, options of (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both.* The community college district shall provide each student enrolled in a dual credit course with its policies on academic standing and the transfer of credit for dual credit courses and publish these policies on the college's official website. [110 ILCS 27/15]

ib) Partnership Agreement. *A community college district shall, upon the* written *request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.* The written request shall be submitted to the community college district via regular mail or by electronic means.

1) *The school district and community college district must designate a liaison and begin negotiations to reach a partnership agreement no later than 60 calendar days after the initial request.* Each party shall provide the other party with the name, title, telephone number, and email address of its designated liaison in writing within the same 60 calendar day period. Negotiations must be conducted in good faith and include at least one joint meeting or documentation of good-faith efforts to schedule such a meeting. Good-faith negotiation includes, but is not limited to, timely response to communications, participation by individuals authorized to discuss proposed terms, and willingness to consider reasonable proposals related to the partnership. Nothing in this subsection prohibits the school district and community college district from mutually agreeing in writing to continue negotiations beyond the 60 calendar day period when the parties are engaged in active, good-faith negotiations and additional time is needed to reach a partnership agreement. The community college president, or their designee, and the school district superintendent, or their designee, shall have final authority to enter into the partnership agreement.

2) *A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act* [110 ILCS 152] *as a dual credit course on the campus of a high school of the school district and may use a high school instructor who has met the academic credential requirements under* ~~this~~ subsection (b) *to teach the dual credit course.* [110 ILCS 27/16~~110 ILCS 27~~]

32) The partnership agreement shall include all of the following:

A) *the establishment of the school district's and the community college districts' respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program*~~definition of roles and responsibilities for both the college and the high school~~;

B) *the dual credit courses that the* high *school district will offer its students and whether those courses will be offered on the high school or community college campus or through an online (hybrid or virtual) platform*~~the dual credit courses that the high school district will offer its students and location of courses~~;

C) *the academic criteria for granting eligibility for high school students to enroll in dual credit coursework*~~criteria for eligibility for high school students to enroll in dual credit coursework~~;

D) *limitations that the school district or community college district may put on course offerings*~~limitations that the college or school district may have on course offerings~~;

E) *requirement that the dual credit instructor meet the academic credential requirements to teach a dual credit course, consistent with subsection (b)*~~requirements for academic credentials for dual credit instructors, consistent with ICCB rules and Higher Learning Commission standards~~;

F) *the collaborative process and criteria by which the school district shall identify and recommend and the community college district shall review and approve high school instructors of dual credit courses taught on the campus of a high school*~~criteria by which the school district shall identify, and the college review and approve, high school instructors of dual credit on the high school campus~~;

G) *requirement that a community college district take the appropriate steps to ensure that dual credit courses are equivalent to those courses offered at the community college in quality and rigor to qualify for college credit*~~the collaborative process and criteria by which the community college district and the school district will work to ensure students with disabilities have access to dual credit~~;

H) identification of *the academic supports, and if applicable, guidance that will be provided to students by the high school and community college*~~criteria as to how the college will take~~

~~appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college~~; ~~and~~

I) identification of *all fees and costs to be assessed by the community college district for dual credit course;*~~identification of costs associated with the dual credit course.~~

J) *the collaborative process and criteria by with a school district and a community college district shall work to ensure that individual students with disabilities have access to dual credit courses, provided that those students are able to meet the criteria for entry into the dual credit course;*

K) *the* establishment by the *community college* of *a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses and for sharing that data in a meaningful and timely manner with the school district.*

L) *the expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework according to the standards of the community college* pursuant to subsection (i)(6)*;* and

M) *a requirement that the high school and community college annually assess disaggregated data on dual credit course enrollment, completion, and subsequent postsecondary enrollment and performance to the extent feasible.* [110 ILCS 27/16(b)]

4~~3~~) *Course content, course delivery, and course rigor shall be evaluated by the community college chief academic officer or designee, in consultation with the school district's superintendent or designee. The evaluation shall be conducted in a manner that is consistent with the community college district's review and evaluation policy and procedures for on-campus adjunct faculty, including visits to the secondary class. This evaluation shall be limited to the course and the ability of the instructor to deliver quality, rigorous college credit coursework. This evaluation shall not impact the instructor's performance evaluation under Article 24A of the School Code. This evaluation shall be completed within the same school year that the course is taught.* The community college district may use the evaluation to determine whether the dual credit course and instructor continue to meet the standards for college-level coursework and dual credit approval. If the evaluation identifies concerns regarding the course or the

instructor's ability to deliver quality, rigorous college credit coursework, the community college district shall notify the school district and may require corrective action, additional review, or other measures necessary to ensure compliance with dual credit standards. If the concerns are not resolved, the community college district may withdraw approval of the course, instructor, or both for future dual credit offerings. [110 ILCS 27/16 (a)(7)(B)]

5) The community college shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses.

64) A partnership agreement entered into, amended, renewed, or extended after ~~the~~ December 31, 2022, *shall allow a high school student who does not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit.* Instructors, in coordination with their higher learning partner, may differentiate instruction by credit section to clearly differentiate between high school credit and college credit. This~~However, this~~ shall not be construed to allow the award of dual credit to a student who does not meet the requirements of the partnership agreement.

A) *High schools shall establish procedures, prior to the first day of class, to notify all individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course.* [110 ILCS 27/16.5]

B) *The expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework are set according to the standards of the community college.* [110 ILCS 27/16(b)(10)]

C) If applicable, the assessment *shall include an analysis of dual credit courses with credit sections for dual credit and for high school credit only* pursuant to subsection (i)(3)(L) *that reviews student characteristics by credit section in relation to gender, race and ethnicity, and low-income status*

7~~5~~) If~~,~~ ~~within 180 calendar days~~ after the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement

on the partnership agreement, then the school district and community college district may ~~shall~~ jointly implement select ~~the~~ provisions of the Model Partnership Agreement, published on the ICCB website. ~~[110 ILCS 27/16]~~

8) Course Requests Under An Established Partnership Agreement. For purposes of this Section, "course request" means a request submitted by a school district under an existing partnership agreement to add a new dual credit course, offer an existing approved dual credit course at an additional high school site, or offer an existing approved dual credit course using a different instructor. The initial written course request shall be submitted to the community college district via regular mail or by electronic means. *A community college district with an established partnership agreement with a school district has 30 calendar days from the initial* written *course request to notify the school district of the community college district's disapproval of the course request, instructor, or course documentation or the community college district's withdrawal of course or instructor approval.* The school district may appeal the disapproval or withdrawal in accordance with subsection (j). [110 ILCS 27/22]

9) If a dual credit course is made available through an online, hybrid, or virtual platform to students enrolled in another school district, the receiving school district shall either be included in all applicable elements of the partnership agreement or enter into a separate partnership agreement with the community college district.

j) Appeal Process. A school district wishing to appeal the decision of a community college district to disapprove a course request, instructor, or course documentation or the withdrawal of course or instructor approval may do so by sending a written appeal to the ICCB within 14 calendar days of receiving written notice of the community college district's decision.

1) The appeal may be submitted via regular mail to 401 East Capitol Avenue, Springfield, IL 62701 or by electronic means as provided by the Board on its official website.

2) A written appeal must include a letter stating the school district's reason for appealing, along with a copy of the community college district's written decision and any additional supporting documentation.

3) Upon receiving the official appeal and supporting documentation, the Executive Director shall make a determination on the appeal within 45 calendar days. The Executive Director shall review all materials submitted by the school district as part of the written appeal along with any additional documentation that may be requested by the Executive

Director from the community college district. Upon review of all submitted materials, the Executive Director shall make a determination on the appeal based upon these submissions as well as the course offering, faculty qualifications, existing partnership agreements, classroom or laboratory space requirements, class textbooks, supplies, and materials, related professional development plans, or any other criteria as appropriate to determine appeal decisions.

4) The ICCB shall provide the community college district and the school district with a written summary of the decision, including reasons for accepting or denying the appeal.

5) The school district or the community college district may appeal the decision of the Executive Director by sending a written request for reconsideration to the ICCB Chair within 30 calendar days after receipt of the Executive Director's decision. If no appeal is submitted, the Executive Director's decision shall be final and binding.

6) A request to appeal the decision of the Executive Director may be submitted via regular mail to 401 East Capitol Avenue, Springfield, IL 62701 or by electronic means as provided by the Board on its official website.

7) The ICCB Chair shall review the request and place it on the agenda of the next regularly scheduled meeting of the Board.

8) The school district and community college district may present oral or written testimony to the Board at the time the appeal is considered. The Board's decision shall be final and binding.

9) If the Executive Director or the Board find in favor of the school district's appeal and the community college district chooses not to offer the dual credit course or approve the instructor or course documentation, the school district may seek the dual credit course through an alternative postsecondary institution. The school district shall have up to 14 calendar days after the appeal determination to notify the community college district's dual credit liaison in writing and provide a rationale for seeking the course through an alternative postsecondary institution.

10) If the Executive Director or the Board finds in favor of the community college district's decision to disapprove the school district's dual credit course request, instructor, or course documentation, the school district may not offer the dual credit course through an alternative postsecondary institution, including another community college district. If the dual credit

course request, instructor, or course documentation changes, the school district may submit a new course request to the community college.

k) Dual Credit Coursework With Any Other Postsecondary Institution. *Prior to offering dual credit coursework with any postsecondary institution,* as defined in the Higher Education Student Assistance Act, *other than a community college, a school district shall first negotiate with the designated liaison of the school district's local community college to seek a* new *partnership agreement* or amend an existing partnership agreement *with the community college.* The initial request from the school district shall be in writing via regular mail or by electronic means and shall be submitted by the school district's designated dual credit liaison to the community college's designated liaison.

1) If, within 60 calendar days after the initial request, the school district and community college *mutually* agree that either a new partnership agreement pursuant to subsection (i), or the expansion of an existing partnership agreement to add new coursework *is not feasible, the school district may enter into* or expand a *partnership agreement with an alternative postsecondary institution.*

2) Before entering into or expanding a partnership agreement with an alternative postsecondary institution, the school district shall submit to the Board, on a form prescribed by the Board, documentation that the school district and community college district have mutually agreed that a partnership with the community college district is not feasible. The form shall be submitted via regular mail to 401 East Capitol Avenue, Springfield, IL 62701, or by electronic means as provided by the Board on its official website.

3) The form shall include, at a minimum, the date of the initial written request, the specific course or coursework requested, identification of the parties' designated liaisons, documentation that the school district and community college district mutually agreed that a partnership is not feasible for the identified course or coursework, any course or coursework included in the initial request that the community college district will continue to provide, and the period for which the school district seeks to offer the identified course or coursework through the alternative postsecondary institution.

4) A school district may enter into or expand a partnership agreement with an alternative postsecondary institution only for the course or coursework identified on the form for which the school district and community college district mutually agree that a partnership with the community college district is not feasible. A mutual agreement that a partnership is not feasible for identified course or coursework shall not authorize the school district to offer through an

alternative postsecondary institution any course or coursework that the community college district will continue to provide, unless otherwise agreed to by the school district and community college district in writing.

5) If the school district and community college district do not mutually agree that a partnership with the community college district is not feasible for the identified course or coursework, the school district may not use this subsection to offer that course or coursework through an alternative postsecondary institution.

6) A school district may rely on the submitted form to offer the identified course or coursework through an alternative postsecondary institution for no more than three complete academic years, unless a shorter period is identified in the form. Before continuing the course or coursework with an alternative postsecondary institution after that period, the school district shall again provide the community college district with the opportunity to offer the identified course or coursework pursuant to this subsection. [110 ILCS 27/16.10]

l) Out-of-State Dual Credit Contracts. *On or after* January 1, 2019, *a school district may not enter into a new contract with an out-of-state postsecondary institution to provide a dual credit course* until after all of the following conditions have been met:

1) The school district must first offer *the community college district in the district in which the school district is located the opportunity to provide the course*, pursuant to subsection k.

2) The school district *shall notify the ICCB* in writing *of its intent to enter into an agreement with an out-of-state postsecondary institution*, on the form and in the manner established pursuant to subsection k. Within 30 calendar days, the ICCB, in consultation with the Illinois Board of Higher Education, shall *provide the school district with a list of in-state postsecondary institutions that can provide the school district an equivalent dual credit opportunity.*

3) Prior to entering into a new contract with an out-of-state postsecondary institution on or after June 30, 2025, the school district must demonstrate to the ICCB through submission of written documentation *that the school district has taken appropriate steps to consider the listing of in-state postsecondary institutions and provides a* detailed *rationale as to why the course can only be provided by an out-of-state postsecondary institution.*

4) The ICCB shall review the submitted documentation to determine whether the submission is complete and addresses the requirements of this subsection. If the ICCB determines that the submission is incomplete or does not address the requirements of this subsection, the ICCB shall notify the school district of the deficiency, and the school district shall submit additional documentation to cure the deficiency before entering into an agreement with an alternative postsecondary institution. Upon determining that the submission is complete, the ICCB shall notify the school district in writing via regular mail or other electronic means. The ICCB may provide the submitted documentation to the Board of Higher Education for purposes of its oversight and review of dual credit programs offered by postsecondary institutions other than public community colleges.

~~6)~~ ~~A college may combine its negotiations with multiple high schools to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.~~

me) Faculty Notification. Within 15 business days after entering into or renewing a partnership agreement, the community college~~institution~~ shall notify its faculty of the agreement, including access to copies of the agreement if requested.

n) Submission of Dual Credit Agreements. Each community college district shall submit, by electronic means as provided by the Board on its official website, a copy of each dual credit agreement entered into, amended, or renewed on or after June 30, 2025, within 30 working days of execution. These agreements shall be approved by the ICCB pursuant to Section 1501.307.

o) Publication of Dual Credit Agreements on ICCB Website. The ICCB, in cooperation with the Board of Higher Education, shall publish dual credit agreements in effect between school districts and out-of-state or private postsecondary institutions on its official website.

~~d)~~ ~~*The ICCB shall provide a report annually on its website that reports on aspects of professional development plans as specified in P. A. 102-1077*~~

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

BACKGROUND

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

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
July 1, 2025 – April 30, 2026

	FY 2026 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 108,458,300	$ 89,988,285	83.0%
ADULT EDUCATION	35,590,300	35,148,527	98.8%
GED TESTING PROGRAM	1,365,300	1,206,302	88.4%
CAREER & TECH EDUCATION	18,975,000	18,777,487	99.0%
OFFICE ADMINISTRATION	5,127,800	3,399,532	66.3%
TOTAL	**$ 169,516,700**	**$ 148,520,133**	**87.6%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 190,867,700	$ 147,061,469	77.0%
TOTAL	**$ 190,867,700**	**$ 147,061,469**	**77.0%**
SPECIAL STATE FUNDS *			
CONTRACTS AND GRANTS FUND	$ 15,000,000.00	$ 51,299	0.3%
GED TESTING FUND	100,000	54,399	54.4%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
TOTAL	**$ 120,770,000**	**$ 105,675,699**	**87.5%**
FEDERAL FUNDS*			
FEDERAL ADULT EDUCATION FUND	$ 26,079,990	$ 7,686,024	29.5%
FEDERAL CAREER & TECH ED FUND	23,937,100	7,940,085	33.2%
ICCB FEDERAL TRUST FUND	625,000	242,765	38.8%
TOTAL	**$ 50,642,090**	**$ 15,868,874**	**31.3%**
GRAND TOTAL, ALL FUNDS	**$ 531,796,490**	**$ 417,126,175**	**78.4%**

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2025 – April 30, 2026

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	$ 15,657,900	$ 11,515,364	73.5%
PATH Grants	15,000,000	15,000,000	100.0%
Bridge and Transition	9,470,000	9,443,899	99.7%
Workforce Equity Initiative	19,324,400	19,281,734	99.8%
East St. Louis Educational Center	1,447,900	541,060	37.4%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	666,100	527,962	79.3%
Small College	548,400	548,394	100.0%
Performance Grants	359,000	358,985	100.0%
Lincoln's Challenge Program	60,200	1,083	1.8%
Alternative Schools Student Re-enrollment	4,000,000	3,350,000	83.8%
Transitional Math and English Development (TIME and DEV)	1,000,000	308,093	30.8%
SWIC Lindenwood Center	5,310,000	3,982,500	75.0%
Advanced Manufacturing & Electric Vehicles	9,000,000	7,237,695	80.4%
Mental Health Early Action on Campus Grant	6,000,000	5,799,187	96.7%
Trade Schools	5,000,000	4,302,104	86.0%
Digital Instruction for Adult Education	2,000,000	1,575,884	78.8%
Noncredit Workforce Program	5,175,000	5,111,198	98.8%
Dual Credit Grants	3,175,000	149,377	4.7%
English Language Services	750,000	703,767	93.8%
Homelessness Prevention	250,000	250,000	100.0%
TOTAL	**$ 108,458,300**	**$ 89,988,285**	**83.0%**
OFFICE ADMINISTRATION	$ 5,127,800	$ 3,399,532	66.3%
TOTAL	**$ 5,127,800**	**$ 3,399,532**	**66.3%**
ADULT EDUCATION			
Adult Education Basic Grants	$ 23,391,800	$ 23,391,800	100.0%
Adult Education Basic Admin	400,000	312,182	78.0%
Adult Education Performance Grants	11,798,500	11,444,545	97.0%
TOTAL	**$ 35,590,300**	**$ 35,148,527**	**98.76%**
GED TESTING PROGRAM	$ 1,365,300	$ 1,206,302	88.4%
TOTAL	**$ 1,365,300**	**$ 1,206,302**	**88.4%**
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	$ 500,000	$ 500,000	100.0%
CTE Administration	474,500	276,987	58.4%
CTE Formula	17,200,500	17,200,500	100.0%
CTE Corrections	800,000	800,000	100.0%
TOTAL	**$ 18,975,000**	**$ 18,777,487**	**99.0%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS			

Base Operating		$ 106,822,200	$ 77,023,552	72.1%
Equalization		84,045,500	70,037,917	83.3%
	TOTAL	**$ 190,867,700**	**$ 147,061,469**	**77.0%**
	GRAND TOTAL	**$ 360,384,400**	**$ 295,581,602**	**82.0%**

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2025 – April 30, 2026

FEDERAL FUNDS*

	FY 2026 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,537,520	$ 581,655	$ 5,421,093	29.9%
Federal Basic Leadership	2,657,200	1,086,270	1,258,421	33.6%
EL Civics Grants	2,864,609	58,625	748,216	25.6%
	$ 23,059,329	$ 1,726,550.00	$ 7,427,731	30.0%
ADMINISTRATION				
Federal Basic	$ 1,062,880	$ 49,620	$ 222,621	20.9%
EL Civics	150,769	30,842	35,672	19.6%
	$ 1,213,649	$ 80,462	$ 258,293	20.0%
TOTAL	**$ 24,272,978**	**$ 1,807,012**	**$ 7,686,024**	**29.5%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 17,233,212	$ 741,639	$ 6,591,501	36.7%
Perkins Leadership	1,621,949	1,684,238	882,028	26.7%
Perkins Corrections	405,487	150,075	-	0.0%
Reserve	-			0.0%
	$ 19,260,648	$ 2,575,952	$ 7,473,529	34.2%
ADMINISTRATION				
CTE Federal	$ 1,013,718	$ 1,086,782	$ 466,556	22.2%
TOTAL	**$ 20,274,366**	**$ 3,662,734**	**$ 7,940,085**	**33.2%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 625,000	$ -	$ 242,765	38.8%
TOTAL	**$ 625,000**	**$ -**	**$ 242,765**	**38.8%**
GRAND TOTAL, FEDERAL FUNDS	**$ 45,172,344**	**$ 5,469,746**	**$ 15,868,874**	**31.3%**

** Expenditures from these funds cannot exceed receipts.*

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2025 – April 30, 2026

SPECIAL STATE FUNDS*

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	$ -		
Lumina Grant		4,839	
Department of Energy IAC Grant			
ADMINISTRATION			
ILCCO		$ 21,900	
Lumina Admin		$ 24,560	
Department of Energy IAC Admin			
	$ 15,000,000	$ 51,299	0.3%
GED TESTING FUND*	**$ 100,000**	**$ 54,399**	**54.4%**
ICCB RESEARCH & TECHNOLOGY FUND*	**$ 100,000**	**$ -**	**0.0%**
PERSONAL PROPERTY REPLACEMENT TAX FUND	**$ 105,570,000**	**$ 105,570,000**	**100.0%**
GRAND TOTAL, SPECIAL FUNDS	**$ 120,770,000**	**$ 105,675,699**	**87.5%**

** Expenditures from these funds cannot exceed receipts.*

Item #12.2
June 5, 2026

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

Kankakee Community College
- Auto/Diesel Mechanic Certificate (13 credit hours)
- Diesel Mechanics Certificate (18 credit hours)

Kaskaskia College
- Machining Technology Certificate (22 credit hours)

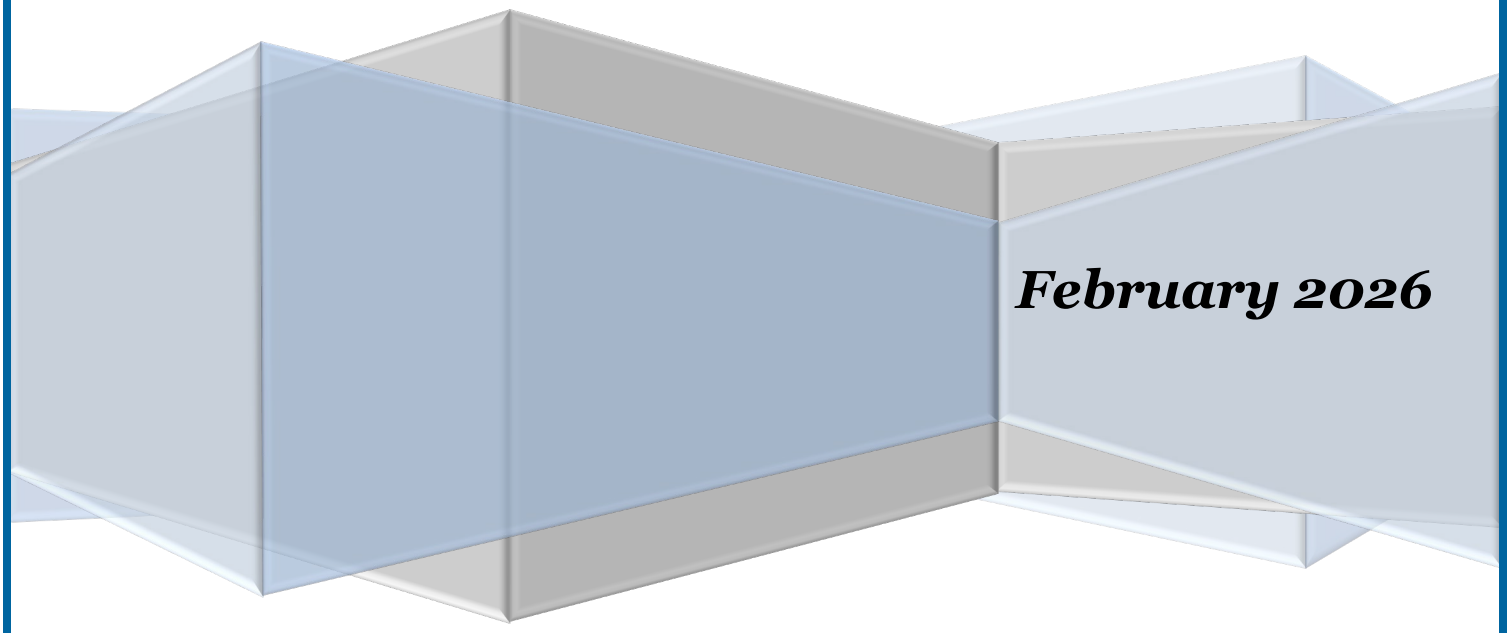
Lake Land College
- Construction Management Certificate (13 credit hours)
- Interior Finish Certificate (11 credit hours)

Prairie State College
- Data Analytics Certificate (22 credit hours)

ILLINOIS COMMUNITY COLLEGE BOARD

DUAL CREDIT IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 2025



Compiled by ICCB
Nathan R. Wilson, Deputy Director for Research and Information Technology
Jay Brooks, Associate Deputy Director for Research and Analytics
Cecilia Elhaddad, Senior Director for Data Analytics and Visualization
Claire McDowell, Senior Director for Data Management and Research
Michelle Dufour, Director for Research and Analytics
Mitchell Gaffney, Data Analyst
Jana Ferguson, Consultant, Data and Research Services

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TABLE OF CONTENTS

Introduction **4**

Dual Credit Definition and Legislative Background **5**

Characteristics of Dual Credit Students (unduplicated) **7**

OVERALL HEADCOUNT *7*

CHARACTERISTICS OF GENDER AND RACE/ETHNICITY *8*

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS *9*

GEOGRAPHIC REGION *10*

Dual Credit Course Count and Enrollment (duplicated) **10**

OVERALL COURSE COUNT AND ENROLLMENT *10*

TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION *12*

INSTRUCTIONAL SITE *15*

Dual Credit Student Outcomes **15**

GRADUATION RATE *15*

ADVANCEMENT RATE *18*

Bibliography **22**

Appendix A **23**

Appendix B **23**

Appendix C **24**

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INTRODUCTION

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

Highlights of Dual Credit in Fiscal Year 2025:

- In Illinois, during fiscal year 2025, a total of 101,634 individual (i.e., "unduplicated") high school students enrolled in one or more community college dual credit courses.
- About one in five students (22.2 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 16,963 dual credit courses in fiscal year 2025, which was an increase of 4.1 percent from the previous year (N = 16,288).
- Overall, in fiscal year 2025, dual credit duplicated (seat count) enrollment (N = 198,675) increased 9.1 percent compared to one year ago (N = 182,093).
- High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.

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

Dual Credit Definition and Legislative Background

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

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

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

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

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

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

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

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

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

CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

OVERALL HEADCOUNT

Each of the 45 community colleges in Illinois provided dual credit courses in fiscal year 2025.

The Illinois Community College System recorded a total of 101,634 high school students enrolled in dual credit courses during fiscal year 2025. Currently, **all** Illinois community colleges offer dual credit courses. **Table 1** provides the comparison of annual dual credit headcount enrollments in Illinois public community colleges in fiscal years 2021 through 2025. Annual dual credit enrollments increased 11.7 percent compared to the previous year (N = 91,017) and 52.2 percent compared to five years ago (N = 66,788). Among Illinois' 45 colleges, 33 colleges reported more than 1,000 dual credit enrollments in fiscal year 2025. **College of DuPage** reported the most dual credit enrollments (N = 10,990), followed by **Joliet Junior College** (N = 5,880), and **Harper College** (N = 5,868) (Appendix Table A-1).

High school students enrolled in dual credit courses comprised **22.2 percent of all credit enrollment** (N = 456,790) at Illinois community colleges in fiscal year 2025. Dual credit students comprised more than twenty percent of all credit enrollments in thirty Illinois community colleges, more than ten percent in 41 colleges, and more than five percent in all 45 colleges. **Kaskaskia College** reported the largest proportion of dual credit enrollment in comparison to the college's total credit enrollment in fiscal year 2025 (45.3 percent), followed by **South Suburban College** (42.4 percent) and **McHenry County College** (38.7 percent) (Appendix Table A-2).

Table 1

Comparison of Annual Dual Credit Enrollments in Illinois Public Community Colleges Fiscal Years 2021-2025

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Headcount	66,788	75,507	82,602	91,017	101,634
% Change	-3.6%	13.1%	9.4%	10.2%	11.7%

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

CHARACTERISTICS OF GENDER AND RACE/ETHNICITY

Table 2 shows that females constitute a slight majority (51.1 percent) of high school students enrolled in community college courses in fiscal year 2025 (Appendix Table A-3). Gender classifications are aligned with U.S. Department of Education collection and reporting standards.

Table 2

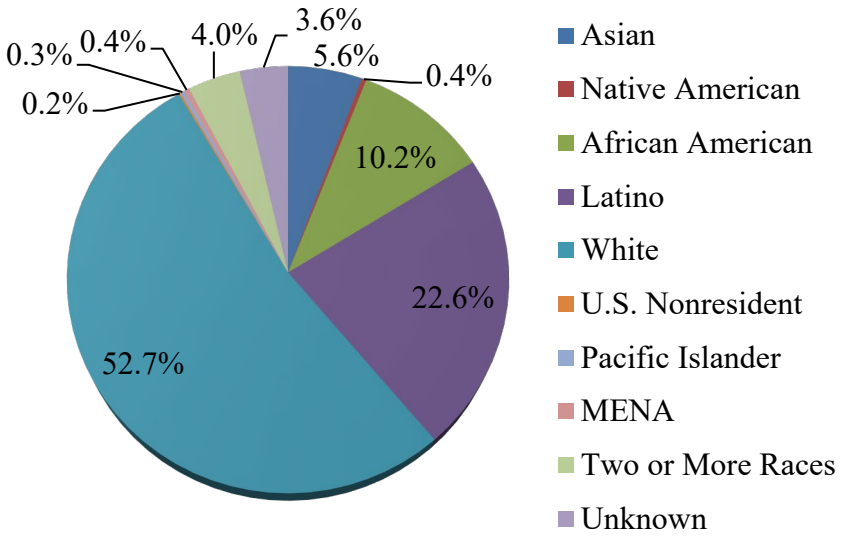
Dual Credit Enrollment by Gender in Fiscal Year 2025

Gender	Number	Percent
Male	49,021	48.2%
Female	51,977	51.1%
Unknown or Another Gender	636	0.6%
Total	101,634	100.0%

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

Figure 1 depicts the race/ethnicity of high school students enrolling in community college dual credit courses in fiscal year 2025. More than half of dual credit students were White (52.7 percent). Latino dual credit students accounted for 22.6 percent and African American students for 10.2 percent in fiscal year 2025. Students identifying themselves as Asian (5.6 percent), Two or More Races (4.0 percent), Middle Eastern or North African (MENA; 0.4 percent), Native American (0.4 percent), Pacific Islander (0.3 percent), and U.S. Nonresident (0.2 percent) represented a small portion of dual credit students (Appendix Table A-4). Dual credit participation was lower among minority high school students than White high school students in fiscal year 2025. Out of 243,916 minority students (whose ethnicity was known) enrolled in credit coursework in Illinois public community colleges in fiscal year 2025, 18.2 percent of students were enrolled in dual credit courses (N = 44,396). In comparison, out of 196,187 White students enrolled in credit coursework in Illinois public community colleges in fiscal year 2025, 27.3 percent of students were enrolled in dual credit courses (N = 53,545).

Figure 1
Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2025

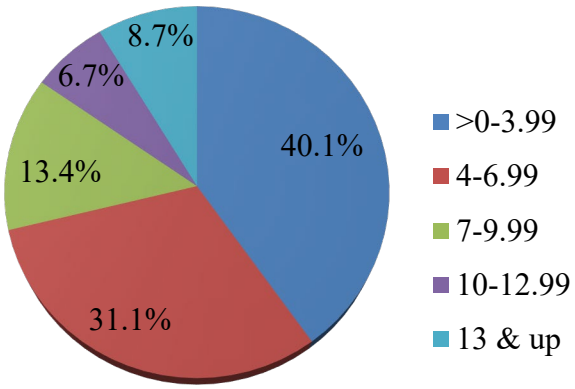


SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

Figure 2 displays dual credit enrollment by number of enrolled credit hours in fiscal year 2025. Of the 101,634 high school students that enrolled in dual credit coursework in fiscal year 2025, four out of ten students (40.1 percent) enrolled in college-level coursework of fewer than four credit hours, nearly one out of three students (31.1 percent) enrolled in between four and fewer than seven credit hours, one out of five students (20.1 percent) enrolled in between seven and fewer than thirteen credit hours, and one out of twelve students (8.7 percent) enrolled in 13 or more credit hours of college-level coursework in fiscal year 2025 (Appendix Table A-5).

Figure 2
Dual Credit Headcount Enrollment by Number of Enrolled Hours
Fiscal Year 2025

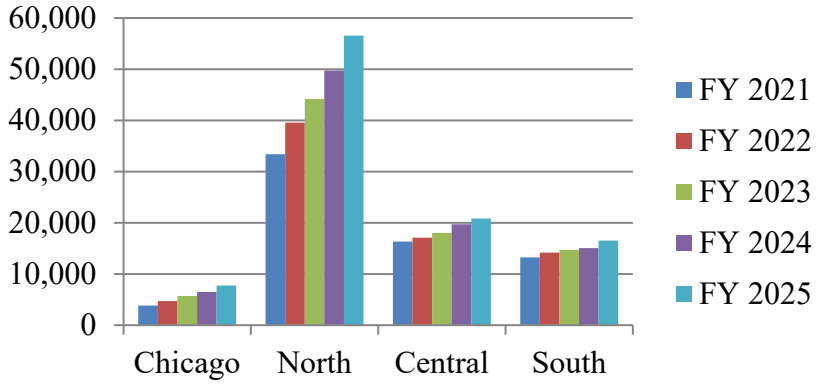


SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

GEOGRAPHIC REGION

Figure 3 compares dual credit enrollment by geographic region. Illinois community colleges in the North region (N = 56,548) had the most dual credit students in fiscal year 2025 followed by the geographic regions of Central (N = 20,822), South (N = 16,526), and Chicago (N = 7,738). From fiscal year 2021 to 2025, the largest increase in dual credit occurred in Chicago (+102.1 percent), followed by North (+69.3 percent), Central (+27.6 percent), and South (+24.8 percent). The list of colleges in each geographic region is provided in Appendix C.

Figure 3
Dual Credit Enrollment by Geographic Region in Fiscal Years 2021-2025



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

DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

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

OVERALL COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 16,963 dual credit courses (duplicated) in fiscal year 2025, which was an increase 4.1 percent from the previous year (N = 16,288). Dual credit courses accounted for 12.5 percent of all credit courses (N = 136,132) and 14.4 percent of all Transfer or Career and Technical Education courses in fiscal year 2025 (N = 117,443). Appendix Table B-1 provides dual credit course count in fiscal years 2021 through 2025 for each community college. **Southwestern Illinois College** reported the most dual credit courses (N = 1,205), followed by **College of DuPage** (N = 1,019), and **Elgin Community College** (N = 939). Compared with the previous year, 27 colleges reported an increase in the number of dual credit courses, while ten reported decreases. Eight colleges experienced little or no change (less than one percent).

More than one hundred ninety-eight thousand enrollments occurred across dual credit courses in fiscal year 2025.

Duplicated dual credit course enrollments totaled 198,675 in fiscal year 2025, which was an increase of 9.1 percent compared to 2024 (N = 182,093). Among Illinois' community colleges, 32 colleges reported increases in dual credit enrollments, while nine colleges exhibited decreases in comparison to fiscal year 2024. Four colleges experienced little or no change (less than one percent). Dual credit course enrollment accounted for 12.6 percent of all credit course enrollments (N = 1,582,813) and 14.1 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,410,502) in fiscal year 2025. **College of DuPage** reported the most dual credit enrollments (N = 17,741) in fiscal year 2025, followed by **McHenry County College** (N = 11,695) and **Southwestern Illinois College** (N = 11,570) (Appendix Table B-2).

As seen in **Table 3,** the average dual credit class size was 11.7 students per class in fiscal year 2025, a 4.8 percent increase from 2024 (N = 11.2). The average dual credit class size ranged from 5.0 students at Danville Area Community College to 22.4 students at Kaskaskia College in fiscal year 2025 (Appendix Table B-3).

Table 3
Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size
Fiscal Years 2021-2025

	2021	2022	2023	2024	2025
Number of Courses	13,314	13,543	14,638	16,288	16,963
Number of Enrollments	130,943	146,391	163,283	182,093	198,675
Average Class Size	9.8	10.8	11.2	11.2	11.7

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

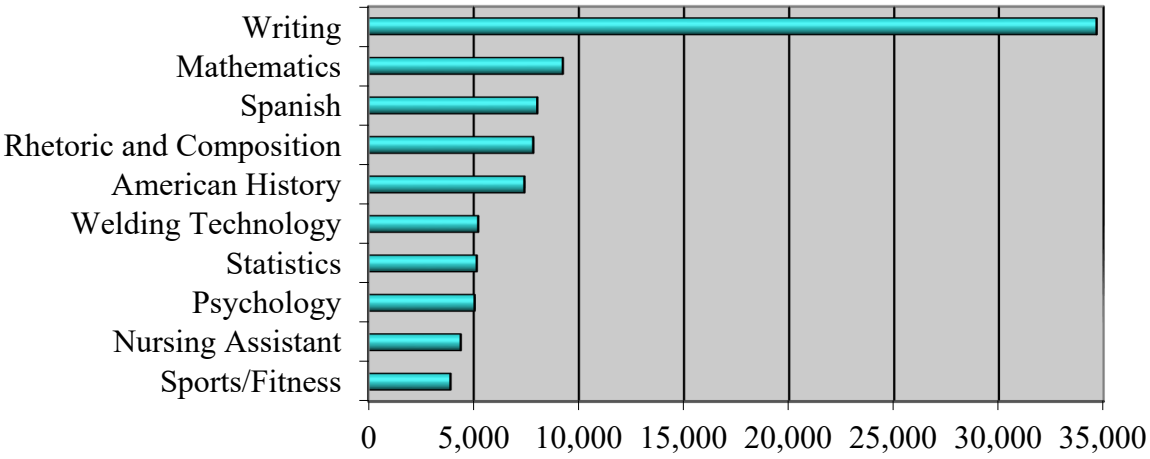
The Classification of Instructional Programs (CIP) was updated for 2020. The five highest dual credit course enrollments by program area (2-digit CIP) in fiscal year 2025 were in English Language and Literature/Letters (N = 45,417); Business, Management, Marketing, and Related Support Services (N = 18,369);Mathematics and Statistics (N = 17,401); Health Professions and Related Programs (N = 13,978); and Foreign Languages, Literatures, and Linguistics (N = 9,451) (Appendix Table B-14).

Appendix Table B-15 provides statewide dual credit course enrollment by Career Cluster. Guidance from the Department of Education resulted in the reclassification of some CIPs to the "Other / Transfer" category" in fiscal year 2020. Excluding the Other and non-CTE related CIPs, the top five Career Clusters in fiscal year 2025 were Science, Technology, Engineering and Mathematics (N = 31,159); Business Management and Administration (N = 18,744); Manufacturing (N = 13,715); Human Services (N = 12,855); and Heath Science (N = 9,081). The Career Cluster brand is a registered trademark of Advance CTE.

Course enrollments in the ten largest programs accounted for 45.7 percent (N = 90,866) of all dual credit course enrollments in fiscal year 2025. As depicted in **Figure 4**, the ten highest dual credit enrollments overall by 6-digit Classification of Instructional Programs (CIP) code in fiscal year 2025 were in Writing, General, which was formerly reported under English Composition (N = 34,663); Mathematics, General (N = 9,239); Spanish Language and Literature (N = 8,025);

Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 7,833); American History (United States) (N = 7,414); Welding Technology/Welder (N = 5,216); Statistics, General (N = 5,146); Psychology, General (N = 5,046); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 4,385), and Sports, Kinesiology, and Physical Education/Fitness, General (N = 3,899). Nine out of the ten largest programs experienced increases from 2024 (Appendix Table B-4).

Figure 4
Top Ten Dual Credit Course Enrollments in Fiscal Year 2025

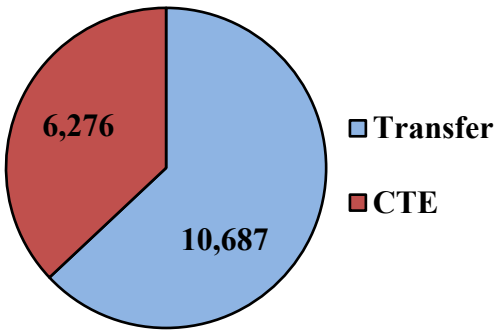


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION

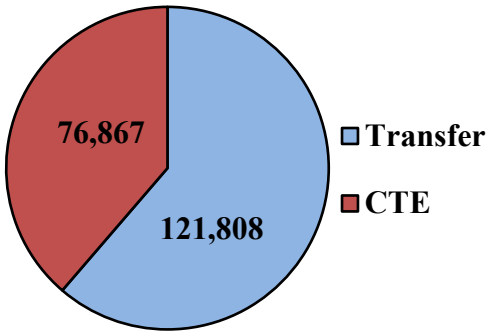
Figure 5 and **Figure 6** depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2025.

Figure 5
Dual Credit Course Count in Fiscal Year 2025



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

Figure 6
Dual Credit Course Enrollment in Fiscal Year 2025



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

As **Table 4** shows, Illinois community colleges offered 10,687 Transfer dual credit courses in fiscal year 2025 (Appendix Table B-5), which was 63.0 percent of all dual credit courses offered. This is a 3.5 percent increase compared to the previous year (N = 10,321). The average dual credit class size in Transfer education was 11.4 students in fiscal year 2025 (Appendix Table B-7).

Table 4
Transfer and CTE Dual Credit Course Count in Fiscal Years 2021-2025

	2021	2022	2023	2024	2025
Transfer	8,474	8,366	9,216	10,321	10,687
CTE	4,840	5,177	5,422	5,967	6,276
Total	13,314	13,543	14,638	16,288	16,963

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

As seen in **Table 5**, Transfer dual credit course enrollments (Appendix Table B-6) accounted for 61.3 percent of all dual credit course enrollments in fiscal year 2025. Enrollments in this area increased to 121,808 in fiscal year 2025, an increase of 9.1 percent from 2024 (N = 111,656). Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 34,557); Mathematics, General (N = 9,239); Spanish Language and Literature (N = 8,025); Rhetoric and Composition (N = 7,793); and American History (United States) (N = 7,414). Enrollments in these five courses accounted for 33.7 percent of all dual credit enrollments in fiscal year 2025.

Table 5
Dual Credit Course Enrollment (Duplicated) in Transfer and CTE Courses Fiscal Years 2021-2025

	2021	2022	2023	2024	2025
Transfer	83,720	89,366	100,399	111,656	121,808
CTE	47,223	57,025	62,884	70,437	76,867
Total	130,943	146,391	163,283	182,093	198,675

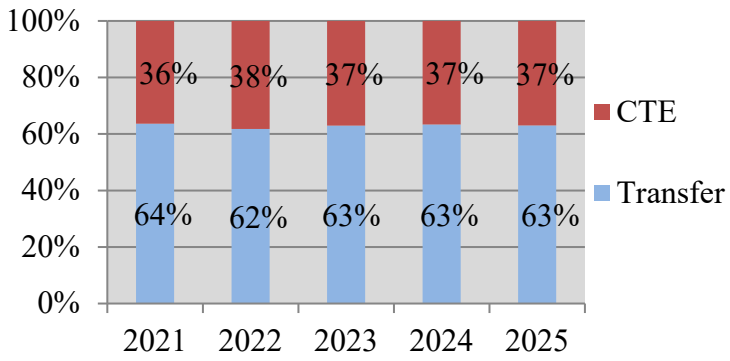
Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

The Career and Technical Education dual credit course count was 6,276 in fiscal year 2025, which was 37.0 percent of all dual credit courses offered. This is an increase of 5.2 percent from fiscal year 2024 (N = 5,967) (Appendix Table B-9). The average dual credit class size in this area was 12.2 students in fiscal year 2025 (Appendix Table B-11).

Dual credit course enrollments in Career and Technical Education increased to 76,867 in fiscal year 2025, which is a 9.1 percent increase over fiscal year 2024 (N = 70,437). Appendix Table B-12 shows that the highest enrollments in this area were in Welding Technology/Welder (N = 5,216); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 4,385); Entrepreneurship/Entrepreneurial Studies (N = 3,897); Medical Office Assistant/Specialist (N = 3,790); and Automobile/Automotive Mechanics Technology/Technician (N = 3,668). Enrollments in these five courses accounted for 10.5 percent of all dual credit enrollments in fiscal year 2025.

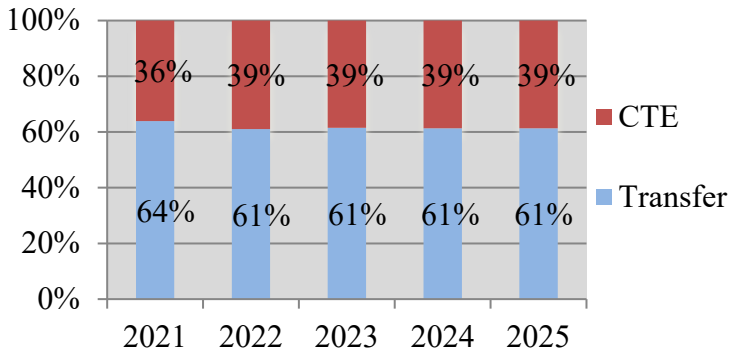
Figure 7 and **Figure 8** depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2021 through 2025. The proportion of Transfer to CTE remained steady across the five years.

Figure 7
Dual Credit Course Count in Fiscal Years 2021-2025



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

Figure 8
Dual Credit Course Enrollment in Fiscal Years 2021-2025

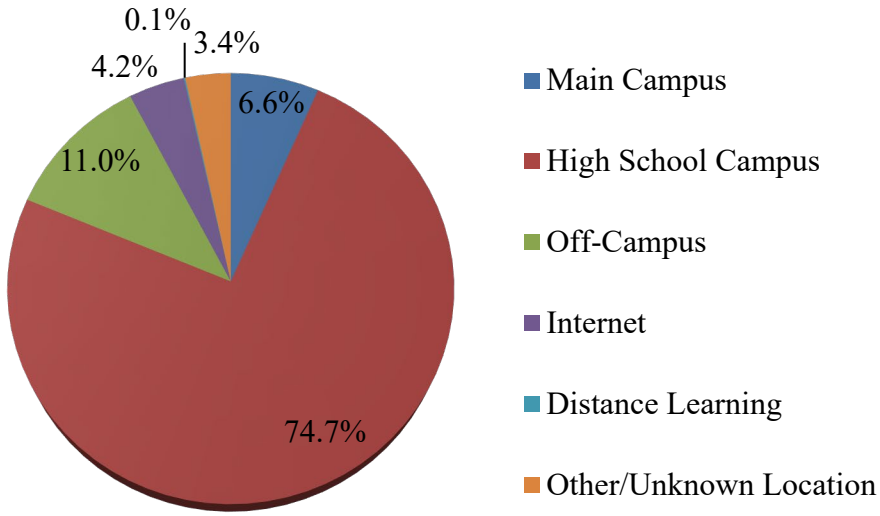


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

INSTRUCTIONAL SITE

Figure 9 displays dual credit enrollment by instructional site. In fiscal year 2025, three out of four high school dual credit students (74.7 percent) enrolled in dual credit courses at the high school campus. Nearly one in five high school dual credit students attended a main college campus (6.6 percent) or an off-campus college facility (11.0 percent). The remaining 7.7 percent of dual credit students either chose online/distance education classes (4.3 percent), or some other/unknown location (3.4 percent) to enroll in dual credit courses (Appendix Table B-16).

Figure 9
Dual Credit Enrollment by Instructional Site in Fiscal Year 2025



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

DUAL CREDIT STUDENT OUTCOMES

GRADUATION RATE

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

Table 6 provides graduation rate by dual credit enrollment status. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a substantially higher graduation rate than those students that did not enroll in dual credit coursework. For each of the last five tracking cohorts (Fall 2018-Fall 2022) the graduation rate for the dual credit subgroup was about 20 percent higher compared to students

that did not enroll in dual credit coursework. For the most recent cohort (Fall 2022), the dual credit subgroup had a graduation rate of 57.15 percent compared to 36.51 percent for non-dual credit students.

Table 6
Graduation Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2018-22 Cohorts

Dual Credit Prior to Enrollment in Community College	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24	Fall 22 Cohort through Summer 25
Yes	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%	3,164 / 5,778 54.76%	3,382 / 5,918 57.15%
No	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%	6,082 / 17,715 34.33%	6,911 / 18,928 36.51%
Total	9,008 / 27,343 32.94%	9,514 / 27,969 34.02%	8,909 / 23,761 37.49%	9,246 / 23,493 39.36%	10,293 / 24,846 41.43%

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

Table 7 contains graduation rate disaggregated by dual credit enrollment status and race/ethnicity. Across all race/ethnicities in the Fall 2018 through Fall 2022 tracking cohorts, the graduation rate was higher for the dual credit student subgroup compared to the non-dual credit subgroup except for the Other subgroup in the Fall 2020 tracking cohort. In the most recent tracking cohort (Fall 2022), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the difference in graduation rates when comparing these subgroups to the non-dual credit subgroups ranged from 11.08 percentage points higher for students of Two or More Races to 25.64 percentage points higher for Other students. For Asian students, the graduation rate was 24.92 percentage points higher for dual credit students, for Hispanic/Latino students it was 17.54 percentage points higher, for White students it 16.54 percentage points higher, and for African American students it was 13.91 percentage points higher.

Table 7
Graduation Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2018-22 Cohorts

Race/ Ethnicity	DC Prior to Enrollment in CC	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24	Fall 22 Cohort through Summer 25
African American	Yes	100 / 372 26.88%	71 / 295 24.07%	55 / 219 25.11%	64 / 205 31.22%	79 / 226 34.96%
	No	401 / 2,873 13.96%	447 / 2,836 15.76%	353 / 1,851 19.07%	362 / 1,933 18.73%	464 / 2,205 21.04%
Hispanic/ Latino	Yes	312 / 848 36.79%	439 / 1,045 42.01%	456 / 1,086 41.99%	434 / 1,037 41.85%	556 / 1,148 48.43%
	No	1,553 / 6,069 25.59%	1,592 / 6,303 25.26%	1,338 / 4,796 27.90%	1,411 / 5,044 27.97%	1,782 / 5,769 30.89%
Asian	Yes	61 / 153 39.87%	96 / 157 61.15%	114 / 213 53.52%	128 / 223 57.40%	141 / 238 59.24%
	No	331 / 980 33.78%	325 / 995 32.66%	289 / 843 34.28%	320 / 882 36.28%	312 / 909 34.32%
Two or More Races	Yes	78 / 202 38.61%	72 / 193 37.31%	72 / 186 38.71%	122 / 222 54.95%	86 / 197 43.65%
	No	174 / 759 22.92%	190 / 748 25.40%	175 / 625 28.00%	153 / 555 27.57%	216 / 663 32.58%
White	Yes	2,215 / 4,148 53.40%	2,125 / 4,081 52.07%	2,175 / 3,893 55.87%	2,333 / 3,943 59.17%	2,460 / 3,994 61.59%
	No	3,487 / 10,031 34.76%	3,803 / 10,330 36.82%	3,575 / 9,212 38.81%	3,544 / 8,504 41.67%	3,810 / 8,456 45.06%
*Other**	Yes	8 / 22 36.36%	12 / 27 44.44%	4 / 12 33.33%	13 / 23 56.52%	14 / 22 63.64%
	No	91 / 285 31.93%	123 / 316 38.92%	79 / 226 34.96%	122 / 316 38.61%	144 / 379 37.99%
Unknown	Yes	40 / 86 46.51%	64 / 115 55.65%	55 / 110 50.00%	70 / 125 56.00%	46 / 93 49.46%
	No	157 / 515 30.49%	155 / 528 29.36%	169 / 489 34.56%	170 / 481 35.34%	183 / 547 33.46%
Total	Yes	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%	3,164 / 5,778 54.76%	3,382 / 5,918 57.15%
	No	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%	6,082 / 17,715 34.33%	6,911 / 18,928 36.51%

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

In **Table 8**, graduation rate is provided for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. Across the last five tracking cohorts (Fall 2018-Fall 2022), Pell recipient students that enrolled in a dual credit course while in high school had a substantially higher graduation rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2022), the graduation rate for the Pell recipient dual credit subgroup was higher by 20.93 percentage points than the graduation rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the graduation rate was 18.92 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

Table 8

Graduation Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2018-22 Cohorts

Pell Recipient Status	DC Prior to Enrollment in CC	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24	Fall 22 Cohort through Summer 25
Pell Recipient	Yes	968 / 2,289 42.29%	1,010 / 2,401 42.07%	876 / 1,969 44.49%	1,033 / 2,140 48.27%	1,137 / 2,192 51.87%
	No	2,478 / 9,842 25.18%	2,772 / 10,709 25.88%	2,131 / 7,496 28.43%	2,332 / 7,952 29.33%	2,717 / 8,780 30.95%
Non-Pell Recipient	Yes	1,846 / 3,542 52.12%	1,869 / 3,512 53.22%	2,055 / 3,750 54.80%	2,131 / 3,638 58.58%	2,245 / 3,726 60.25%
	No	3,716 / 11,670 31.84%	3,863 / 11,347 34.04%	3,847 / 10,546 36.48%	3,750 / 9,763 38.41%	4,194 / 10,148 41.33%
Total	Yes	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%	2,931 / 5,719 51.25%	3,164 / 5,778 54.76%	3,382 / 5,918 57.15%
	No	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%	5,978 / 18,042 33.13%	6,082 / 17,715 34.33%	6,911 / 18,928 36.51%

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

ADVANCEMENT RATE

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

Table 9 represents student advancement rate which utilizes the same tracking cohorts as graduation rate. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a considerably higher advancement rate than those students that did not enroll in dual credit coursework. In the last five tracking cohorts (Fall 2018-Fall 2022) the advancement rate was 10-14 percentage points higher for the dual credit subgroup compared to students that did not enroll in dual credit coursework while in high school. For the most recent cohort (Fall 2022), the dual credit subgroup had an advancement rate of 77.51 percent compared to 64.81 percent for non-dual credit students.

Table 9

Advancement Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2018-22 Cohorts

Dual Credit Prior to Enrollment in Community College	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24	Fall 22 Cohort through Summer 25
Yes	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%	4,447 / 5,778 76.96%	4,587 / 5,918 77.51%
No	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%	11,311 / 17,715 63.85%	12,268 / 18,928 64.81%
Total	16,936 / 27,343 61.94%	17,228 / 27,969 61.60%	16,030 / 23,761 67.46%	15,758 / 23,493 67.08%	16,855 / 24,846 67.84%

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

Table 10 provides identical information as Table 9 but is disaggregated by race/ethnicity. In the last five tracking cohorts (Fall 2018-Fall 2022) the advancement rate was consistently higher for the dual credit subgroup across all race/ethnicities except the Other race/ethnicity (Fall 2018 and Fall 2020 cohort). In the most recent tracking cohort (Fall 2022), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the advancement rate ranged from 8.19 percentage points for White students to 21.92 percentage points for Other students higher than non-dual credit students. For Hispanic/Latino students, the advancement rate was 14.32 percentage points higher for dual credit students, for African American students it was 10.49 percentage points higher, for Asian students it was 8.84 percentage points higher, and for students of Two or More Races it was 8.58 percentage points higher.

Table 10

Advancement Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2018-22 Cohorts

Race/ Ethnicity	DC Prior to Enrollment in CC	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24	Fall 22 Cohort through Summer 25
African American	Yes	208 / 372 55.91%	156 / 295 52.88%	130 / 219 59.36%	125 / 205 60.98%	143 / 226 63.27%
	No	1,267 / 2,873 44.10%	1,249 / 2,836 44.04%	997 / 1,851 53.86%	989 / 1,933 51.16%	1,164 / 2,205 52.79%
Hispanic/ Latino	Yes	538 / 848 63.44%	694 / 1,045 66.41%	751 / 1,086 69.15%	708 / 1,037 68.27%	834 / 1,148 72.65%
	No	3,297 / 6,069 54.33%	3,340 / 6,303 52.99%	2,789 / 4,796 58.15%	2,847 / 5,044 56.44%	3,365 / 5,769 58.33%
Asian	Yes	117 / 153 76.47%	134 / 157 85.35%	177 / 213 83.10%	198 / 223 88.79%	203 / 238 85.29%
	No	738 / 980 75.31%	721 / 995 72.46%	658 / 843 78.05%	680 / 882 77.10%	695 / 909 76.46%
Two or More Races	Yes	134 / 202 66.34%	128 / 193 66.32%	121 / 186 65.05%	167 / 222 75.23%	142 / 197 72.08%
	No	433 / 759 57.05%	405 / 748 54.14%	384 / 625 61.44%	336 / 555 60.54%	421 / 663 63.50%
White	Yes	3,194 / 4,148 77.00%	3,021 / 4,081 74.03%	3,036 / 3,893 77.99%	3,137 / 3,943 79.56%	3,182 / 3,994 79.67%
	No	6,467 / 10,031 64.47%	6,766 / 10,330 65.50%	6,430 / 9,212 69.80%	5,959 / 8,504 70.07%	6,044 / 8,456 71.48%
*Other**	Yes	12 / 22 54.55%	20 / 27 74.07%	6 / 12 50.00%	16 / 23 69.57%	18 / 22 81.82%
	No	174 / 285 61.05%	192 / 316 60.76%	146 / 226 64.60%	191 / 316 60.44%	227 / 379 59.89%
Unknown	Yes	55 / 86 63.95%	89 / 115 77.39%	82 / 110 74.55%	96 / 125 76.80%	65 / 93 69.89%
	No	302 / 515 58.64%	313 / 528 59.28%	323 / 489 66.05%	309 / 481 64.24%	352 / 547 64.35%
Total	Yes	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%	4,447 / 5,778 76.96%	4,587 / 5,918 77.51%
	No	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%	11,311 / 17,715 63.85%	12,268 / 18,928 64.81%

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

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

Table 11 represents advancement rate for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. The Pell recipient subgroup, across the last five years, that enrolled in a dual credit course while in high school had a substantially higher advancement rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2022), the advancement rate for the Pell recipient dual credit subgroup was higher by 12.59 percentage points than the advancement rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the advancement rate was 11.21 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

Table 11

Advancement Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2018-22 Cohorts

Pell Recipient Status	DC Prior to Enrollment in CC	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22	Fall 20 Cohort through Summer 23	Fall 21 Cohort through Summer 24	Fall 22 Cohort through Summer 25
Pell Recipient	Yes	1,535 / 2,289 67.06%	1,571 / 2,401 65.43%	1,374 / 1,969 69.78%	1,502 / 2,140 70.19%	1,574 / 2,192 71.81%
	No	5,328 / 9,842 54.14%	5,675 / 10,709 52.99%	4,448 / 7,496 59.34%	4,618 / 7,952 58.07%	5,199 / 8,780 59.21%
Non-Pell Recipient	Yes	2,723 / 3,542 76.88%	2,671 / 3,512 76.05%	2,929 / 3,750 78.11%	2,945 / 3,638 80.95%	3,013 / 3,726 80.86%
	No	7,350 / 11,670 62.98%	7,311 / 11,347 64.43%	7,279 / 10,546 69.02%	6,693 / 9,763 68.55%	7,069 / 10,148 69.66%
Total	Yes	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%	4,303 / 5,719 75.24%	4,447 / 5,778 76.96%	4,587 / 5,918 77.51%
	No	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%	11,727 / 18,042 65.00%	11,311 / 17,715 63.85%	12,268 / 18,928 64.81%

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

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APPENDIX A

Unduplicated Enrollment Counts

A-1 Dual Credit Headcount Enrollment by College, FY 2021-2025
A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2025
A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2025
A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2025
A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2025

APPENDIX B

Duplicated Course and Enrollment Counts

B-1 Dual Credit Course Count by College, FY 2021-2025
B-2 Dual Credit Course Enrollment by College, FY 2021-2025
B-3 Average Dual Credit Class Size by College, FY 2021-2025
B-4 Top Ten Dual Credit Course Enrollments by CIP, FY 2021-2025
B-5 Dual Credit Course Count by College in Transfer Education, FY 2021-2025
B-6 Dual Credit Course Enrollment by College in Transfer Education, FY 2021-2025
B-7 Average Dual Credit Class Size by College in Transfer Education, FY 2021-2025
B-8 Top Five Dual Credit Course Enrollments by College in Transfer Education, FY 2025
B-9 Dual Credit Course Count by College in Career and Technical Education, FY 2021-2025
B-10 Dual Credit Course Enrollment by College in Career and Technical Education, FY 2021-2025
B-11 Average Dual Credit Class Size by College in Career and Technical Education, FY 2021-2025
B-12 Top Five Dual Credit Course Enrollments by College in Career and Technical Education, FY 2025
B-13 Dual Credit Course Enrollment by 6-digit CIP, FY 2021-2025
B-14 Dual Credit Course Enrollment by 2-digit CIP, FY 2021-2025
B-15 Dual Credit Course Enrollment by Career Cluster, FY 2021-2025
B-16 Dual Credit Course Enrollment by Instructional Site and by College, FY 2025

APPENDIX C

Illinois Community Colleges by Geographic Regions

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

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

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

South: Illinois Eastern Community Colleges, John A. Logan College, Kaskaskia College, Lake Land College, Lewis and Clark Community College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southwestern Illinois College

Illinois Community College Board
Table A-1
DUAL CREDIT HEADCOUNT ENROLLMENT BY COLLEGE
FISCAL YEARS 2021-2025

Dist. No.	District/College	FY 2021 Headcount	FY 2022 Headcount	FY 2023 Headcount	FY 2024 Headcount	FY 2025 Headcount	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	1,251	1,197	1,279	1,364	1,449	15.8%	6.2%
518	Carl Sandburg	625	618	629	668	661	5.8%	-1.0%
508	City Colleges of Chicago	(3,828)	(4,717)	(5,698)	(6,498)	(7,738)	(102.1%)	(19.1%)
02	Harold Washington	715	933	1,029	1,019	1,166	63.1%	14.4%
04	Harry S Truman	399	394	550	815	1,081	170.9%	32.6%
01	Kennedy-King	258	371	547	867	1,160	349.6%	33.8%
03	Malcolm X	293	453	646	640	1,038	254.3%	62.2%
05	Olive-Harvey	337	441	476	694	685	103.3%	-1.3%
06	Richard J. Daley	775	976	1,148	1,300	1,483	91.4%	14.1%
07	Wilbur Wright	1,051	1,149	1,302	1,163	1,125	7.0%	-3.3%
502	College of DuPage	5,154	5,847	7,391	8,825	10,990	113.2%	24.5%
532	College of Lake County	1,551	2,228	3,073	3,795	4,820	210.8%	27.0%
507	Danville Area	719	729	793	752	807	12.2%	7.3%
509	Elgin	845	1,031	1,562	2,035	2,352	178.3%	15.6%
512	Harper	5,120	4,982	5,300	5,528	5,868	14.6%	6.2%
540	Heartland	1,792	1,941	1,981	2,109	2,047	14.2%	-2.9%
519	Highland	814	1,072	983	1,139	1,056	29.7%	-7.3%
514	Illinois Central	2,141	2,252	2,179	2,380	2,536	18.4%	6.6%
529	Illinois Eastern	(1,249)	(1,201)	(1,167)	(1,235)	1,222	-2.2%	-1.1%
04	Frontier	618	367	434	468	DNA	--	--
01	Lincoln Trail	223	207	252	246	DNA	--	--
02	Olney Central	226	363	256	325	DNA	--	--
03	Wabash Valley	182	264	225	196	DNA	--	--
513	Illinois Valley	719	786	831	1,049	1,076	49.7%	2.6%
530	John A. Logan	1,079	1,136	914	856	1,250	15.8%	46.0%
539	John Wood	261	250	355	378	425	62.8%	12.4%
525	Joliet Junior	4,500	4,965	5,057	5,571	5,880	30.7%	5.5%
520	Kankakee	671	656	656	632	629	-6.3%	-0.5%
501	Kaskaskia	1,949	2,415	2,619	2,652	2,633	35.1%	-0.7%
523	Kishwaukee	693	622	714	812	876	26.4%	7.9%
517	Lake Land	1,438	1,498	1,405	1,474	1,569	9.1%	6.4%
536	Lewis and Clark	2,578	1,896	1,942	1,960	2,196	-14.8%	12.0%
526	Lincoln Land	1,538	1,555	1,827	2,048	2,391	55.5%	16.7%
528	McHenry County	3,459	4,678	4,837	4,347	5,151	48.9%	18.5%
524	Moraine Valley	3,393	3,898	4,187	4,595	4,745	39.8%	3.3%
527	Morton	548	920	1,094	1,140	855	56.0%	-25.0%
535	Oakton	2,493	2,860	3,429	3,816	4,225	69.5%	10.7%
505	Parkland	868	862	1,006	1,256	1,255	44.6%	-0.1%
515	Prairie State	449	656	463	630	1,081	140.8%	71.6%
521	Rend Lake	792	840	749	823	892	12.6%	8.4%
537	Richland	897	935	995	1,115	1,302	45.2%	16.8%
511	Rock Valley	844	1,237	604	1,551	2,017	139.0%	30.0%
506	Sauk Valley	633	641	639	771	803	26.9%	4.2%
531	Shawnee	394	330	478	497	509	29.2%	2.4%
510	South Suburban	2,305	3,373	3,587	3,355	3,445	49.5%	2.7%
533	Southeastern Illinois	801	777	796	767	772	-3.6%	0.7%
522	Southwestern Illinois	2,961	4,074	4,654	4,797	5,483	85.2%	14.3%
534	Spoon River	340	336	420	382	364	7.1%	-4.7%
504	Triton	2,314	2,365	2,657	3,378	3,510	51.7%	3.9%
516	Waubonsee	2,782	3,131	3,652	4,037	4,754	70.9%	17.8%
	TOTALS/AVERAGES	66,788	75,507	82,602	91,017	101,634	52.2%	11.7%

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--Annual Enrollment and Completion (A1) Data

Illinois Community College Board
Table A-2
DUAL CREDIT HEADCOUNT ENROLLMENT VS.
OVERALL CREDIT ENROLLMENT BY COLLEGE
FISCAL YEAR 2025

Dist. No.	District/College	Dual Credit	Total Credit	% Dual Credit
503	Black Hawk	1,449	6,361	22.8%
518	Carl Sandburg	661	2,265	29.2%
508	City Colleges of Chicago	(7,738)	(67,810)	(11.4%)
02	Harold Washington	1,166	8,931	13.1%
04	Harry S Truman	1,081	11,579	9.3%
01	Kennedy-King	1,160	5,465	21.2%
03	Malcolm X	1,038	13,821	7.5%
05	Olive-Harvey	685	5,111	13.4%
06	Richard J. Daley	1,483	10,702	13.9%
07	Wilbur Wright	1,125	12,201	9.2%
502	College of DuPage	10,990	45,915	23.9%
532	College of Lake County	4,820	23,769	20.3%
507	Danville Area	807	3,385	23.8%
509	Elgin	2,352	17,161	13.7%
512	Harper	5,868	23,591	24.9%
540	Heartland	2,047	7,726	26.5%
519	Highland	1,056	2,938	35.9%
514	Illinois Central	2,536	11,003	23.0%
529	Illinois Eastern	1,222	14,314	8.5%
513	Illinois Valley	1,076	4,199	25.6%
530	John A. Logan	1,250	4,975	25.1%
539	John Wood	425	2,620	16.2%
525	Joliet Junior	5,880	20,990	28.0%
520	Kankakee	629	4,205	15.0%
501	Kaskaskia	2,633	5,814	45.3%
523	Kishwaukee	876	4,239	20.7%
517	Lake Land	1,569	8,524	18.4%
536	Lewis and Clark	2,196	5,977	36.7%
526	Lincoln Land	2,391	10,344	23.1%
528	McHenry County	5,151	13,318	38.7%
524	Moraine Valley	4,745	19,013	25.0%
527	Morton	855	5,726	14.9%
535	Oakton	4,225	18,494	22.8%
505	Parkland	1,255	10,065	12.5%
515	Prairie State	1,081	6,728	16.1%
521	Rend Lake	892	3,328	26.8%
537	Richland	1,302	3,748	34.7%
511	Rock Valley	2,017	9,689	20.8%
506	Sauk Valley	803	2,549	31.5%
531	Shawnee	509	3,040	16.7%
510	South Suburban	3,445	8,132	42.4%
533	Southeastern Illinois	772	2,854	27.0%
522	Southwestern Illinois	5,483	16,393	33.4%
534	Spoon River	364	1,735	21.0%
504	Triton	3,510	17,167	20.4%
516	Waubonsee	4,754	16,686	28.5%
	TOTALS	101,634	456,790	22.2%

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

Illinois Community College Board

Table A-3

DUAL CREDIT HEADCOUNT ENROLLMENT BY GENDER* AND BY COLLEGE

FISCAL YEAR 2025

Dist. No.	District/College	Male	Female	Unknown or Another Gender	Total
503	Black Hawk	608	838	3	1,449
518	Carl Sandburg	239	408	14	661
508	City Colleges of Chicago	(3,418)	(4,316)	(4)	(7,738)
02	Harold Washington	499	666	1	1,166
04	Harry S Truman	492	589	0	1,081
01	Kennedy-King	510	650	0	1,160
03	Malcolm X	416	622	0	1,038
05	Olive-Harvey	295	389	1	685
06	Richard J. Daley	665	817	1	1,483
07	Wilbur Wright	541	583	1	1,125
502	College of DuPage	5,311	5,618	61	10,990
532	College of Lake County	2,450	2,291	79	4,820
507	Danville Area	352	449	6	807
509	Elgin	1,334	995	23	2,352
512	Harper	2,822	3,039	7	5,868
540	Heartland	875	1,152	20	2,047
519	Highland	478	562	16	1,056
514	Illinois Central	1,113	1,423	0	2,536
529	Illinois Eastern	572	650	0	1,222
513	Illinois Valley	420	615	41	1,076
530	John A. Logan	455	773	22	1,250
539	John Wood	183	236	6	425
525	Joliet Junior	2,618	3,262	0	5,880
520	Kankakee	282	338	9	629
501	Kaskaskia	1,259	1,363	11	2,633
523	Kishwaukee	392	475	9	876
517	Lake Land	704	853	12	1,569
536	Lewis and Clark	1,027	1,166	3	2,196
526	Lincoln Land	1,165	1,219	7	2,391
528	McHenry County	2,370	2,781	0	5,151
524	Moraine Valley	2,682	2,063	0	4,745
527	Morton	423	425	7	855
535	Oakton	2,515	1,627	83	4,225
505	Parkland	616	623	16	1,255
515	Prairie State	633	438	10	1,081
521	Rend Lake	450	437	5	892
537	Richland	610	682	10	1,302
511	Rock Valley	870	1,116	31	2,017
506	Sauk Valley	384	417	2	803
531	Shawnee	220	288	1	509
510	South Suburban	1,628	1,817	0	3,445
533	Southeastern Illinois	396	375	1	772
522	Southwestern Illinois	2,685	2,691	107	5,483
534	Spoon River	135	228	1	364
504	Triton	2,097	1,404	9	3,510
516	Waubonsee	2,230	2,524	0	4,754
	TOTALS	49,021	51,977	636	101,634

*Gender classifications align with U.S. Department of Education collection and reporting standards.

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

Illinois Community College Board
Table A-4
DUAL CREDIT HEADCOUNT ENROLLMENT BY ETHNIC ORIGIN* AND BY COLLEGE
FISCAL YEAR 2025

Dist. No.	District/College	Asian	Native American	African American Non-Latino	Latino	White Non-Latino	U.S. Non-Resident	Pacific Islander	Middle Eastern or North African	Two or More Races	All Other or No Indication	Total
503	Black Hawk	27	0	80	244	956	0	0	0	47	95	1,449
518	Carl Sandburg	3	1	5	36	575	0	1	0	32	8	661
508	City Colleges of Chicago	(327)	(18)	(2,676)	(3,813)	(578)	(26)	(4)	(1)	(295)	(0)	(7,738)
02	Harold Washington	56	6	677	309	61	7	0	0	50	0	1,166
04	Harry S Truman	98	0	217	540	173	5	1	1	46	0	1,081
01	Kennedy-King	8	1	562	518	27	4	0	0	40	0	1,160
03	Malcolm X	38	2	491	390	67	3	0	0	47	0	1,038
05	Olive-Harvey	5	5	425	206	9	1	1	0	33	0	685
06	Richard J. Daley	21	3	187	1,182	60	1	2	0	27	0	1,483
07	Wilbur Wright	101	1	117	668	181	5	0	0	52	0	1,125
502	College of DuPage	1,266	41	690	2,781	5,411	10	13	3	511	264	10,990
532	College of Lake County	260	9	260	1,670	2,201	27	3	0	195	195	4,820
507	Danville Area	6	3	88	63	557	2	2	0	24	62	807
509	Elgin	186	6	74	1,055	912	15	0	0	98	6	2,352
512	Harper	1,125	12	190	1,585	2,319	1	195	44	389	8	5,868
540	Heartland	65	2	99	167	1,557	4	0	0	133	20	2,047
519	Highland	8	12	40	113	849	0	1	0	16	17	1,056
514	Illinois Central	84	3	123	131	2,001	18	0	3	173	0	2,536
529	Illinois Eastern	7	4	9	21	1,159	0	1	0	14	7	1,222
513	Illinois Valley	22	1	13	175	764	1	1	1	17	81	1,076
530	John A. Logan	27	4	78	74	918	0	0	0	64	85	1,250
539	John Wood	4	3	5	6	391	0	1	0	5	10	425
525	Joliet Junior	98	16	497	1,438	3,394	0	9	0	137	291	5,880
520	Kankakee	1	0	59	125	398	1	1	0	33	11	629
501	Kaskaskia	18	8	70	68	2,282	1	1	0	105	80	2,633
523	Kishwaukee	14	3	41	233	510	0	1	0	26	48	876
517	Lake Land	12	2	21	44	1,429	0	0	1	40	20	1,569
536	Lewis and Clark	49	6	116	86	1,800	0	2	0	48	89	2,196
526	Lincoln Land	63	34	116	111	1,945	0	2	0	77	43	2,391
528	McHenry County	161	23	93	1,230	3,324	2	3	0	183	132	5,151
524	Moraine Valley	190	15	610	1,318	1,749	0	0	356	200	307	4,745
527	Morton	7	0	19	691	13	0	0	0	0	125	855
535	Oakton	850	27	144	685	2,067	26	13	0	201	212	4,225
505	Parkland	59	3	89	99	912	4	0	0	85	4	1,255
515	Prairie State	4	6	506	204	233	1	1	2	65	59	1,081
521	Rend Lake	2	8	36	15	773	0	1	0	14	43	892
537	Richland	20	4	264	95	830	0	0	2	58	29	1,302
511	Rock Valley	83	8	142	479	1,120	1	2	14	112	56	2,017
506	Sauk Valley	8	1	8	66	456	0	1	0	11	252	803
531	Shawnee	4	23	67	28	354	0	2	0	17	14	509
510	South Suburban	43	16	1,590	906	539	0	3	3	31	314	3,445
533	Southeastern Illinois	6	0	11	22	693	1	1	0	21	17	772
522	Southwestern Illinois	63	22	892	443	3,398	1	2	1	356	305	5,483
534	Spoon River	10	4	10	11	325	0	0	0	4	0	364
504	Triton	127	6	245	1,352	1,479	19	0	3	129	150	3,510
516	Waubonsee	378	8	327	1,328	2,374	0	13	0	92	234	4,754
	TOTALS	5,687	362	10,403	23,011	53,545	161	280	434	4,058	3,693	101,634

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

Illinois Community College Board
Table A-5
DUAL CREDIT HEADCOUNT ENROLLMENT
BY NUMBER OF ENROLLED HOURS AND BY COLLEGE
FISCAL YEAR 2025

Dist. No.	District/College	>0-3.99	4-6.99	7-9.99	10-12.99	13 or More	Total
503	Black Hawk	310	410	293	176	260	1,449
518	Carl Sandburg	153	186	89	78	155	661
508	City Colleges of Chicago	(1,922)	(3,371)	(1,169)	(708)	(568)	(7,738)
02	Harold Washington	245	599	146	92	84	1,166
04	Harry S Truman	447	334	189	84	27	1,081
01	Kennedy-King	435	429	156	70	70	1,160
03	Malcolm X	322	441	149	62	64	1,038
05	Olive-Harvey	99	310	144	67	65	685
06	Richard J. Daley	216	568	270	207	222	1,483
07	Wilbur Wright	158	690	115	126	36	1,125
502	College of DuPage	6,486	2,988	800	373	343	10,990
532	College of Lake County	2,097	1,634	847	173	69	4,820
507	Danville Area	99	311	116	71	210	807
509	Elgin	968	483	336	111	454	2,352
512	Harper	1,938	2,436	839	405	250	5,868
540	Heartland	638	538	394	241	236	2,047
519	Highland	634	220	135	48	19	1,056
514	Illinois Central	548	725	484	332	447	2,536
529	Illinois Eastern	197	212	213	175	425	1,222
513	Illinois Valley	363	300	156	100	157	1,076
530	John A. Logan	315	304	207	173	251	1,250
539	John Wood	159	150	55	36	25	425
525	Joliet Junior	2,670	1,964	671	388	187	5,880
520	Kankakee	120	296	177	33	3	629
501	Kaskaskia	803	666	387	277	500	2,633
523	Kishwaukee	211	338	165	68	94	876
517	Lake Land	331	449	276	197	316	1,569
536	Lewis and Clark	549	571	431	244	401	2,196
526	Lincoln Land	703	856	402	241	189	2,391
528	McHenry County	1,619	1,268	843	449	972	5,151
524	Moraine Valley	3,135	1,117	401	69	23	4,745
527	Morton	423	432	0	0	0	855
535	Oakton	1,498	1,965	550	139	73	4,225
505	Parkland	182	423	180	206	264	1,255
515	Prairie State	718	348	12	3	0	1,081
521	Rend Lake	235	196	118	93	250	892
537	Richland	472	386	99	139	206	1,302
511	Rock Valley	906	540	221	44	306	2,017
506	Sauk Valley	282	165	219	56	81	803
531	Shawnee	109	136	72	58	134	509
510	South Suburban	2,518	668	129	28	102	3,445
533	Southeastern Illinois	199	150	125	104	194	772
522	Southwestern Illinois	2,380	1,638	820	328	317	5,483
534	Spoon River	80	103	74	34	73	364
504	Triton	1,756	1,095	546	89	24	3,510
516	Waubonsee	2,075	1,540	582	287	270	4,754
	TOTALS	40,801	31,578	13,633	6,774	8,848	101,634

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

Illinois Community College Board
Table B-1
DUAL CREDIT COURSE COUNT BY COLLEGE
FOR FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	464	423	410	416	406	411	-10	-2.4%	-58	-12.5%
518	Carl Sandburg	412	437	420	405	405	410	0	0.0%	-7	-1.7%
508	City Colleges of Chicago	(726)	(903)	(1,126)	(1,459)	(1,685)	(1,423)	(226)	(15.5%)	(959)	(132.1%)
02	Harold Washington	137	192	227	246	268	247	22	8.9%	131	95.6%
04	Harry S Truman	74	81	120	144	185	150	41	28.5%	111	150.0%
01	Kennedy-King	75	117	159	249	297	235	48	19.3%	222	296.0%
03	Malcolm X	116	118	172	200	313	228	113	56.5%	197	169.8%
05	Olive-Harvey	80	96	115	185	177	159	-8	-4.3%	97	121.3%
06	Richard J. Daley	134	155	185	252	248	228	-4	-1.6%	114	85.1%
07	Wilbur Wright	110	144	148	183	197	176	14	7.7%	87	79.1%
502	College of DuPage	508	541	671	844	1,019	845	175	20.7%	511	100.6%
532	College of Lake County	235	281	336	351	433	373	82	23.4%	198	84.3%
507	Danville Area	481	463	498	458	528	495	70	15.3%	47	9.8%
509	Elgin	540	659	744	806	939	830	133	16.5%	399	73.9%
512	Harper	457	468	493	500	549	514	49	9.8%	92	20.1%
540	Heartland	403	379	492	489	493	491	4	0.8%	90	22.3%
519	Highland	145	172	147	179	174	167	-5	-2.8%	29	20.0%
514	Illinois Central	307	340	333	365	367	355	2	0.5%	60	19.5%
529	Illinois Eastern	(643)	(480)	(708)	(694)	329	577	-365	-52.6%	-314	-48.8%
04	Frontier	270	142	230	259	DNA	--	--	--	--	--
01	Lincoln Trail	160	99	180	161	DNA	--	--	--	--	--
02	Olney Central	97	136	156	154	DNA	--	--	--	--	--
03	Wabash Valley	116	103	142	120	DNA	--	--	--	--	--
513	Illinois Valley	141	133	136	156	160	151	4	2.6%	19	13.5%
530	John A. Logan	152	150	153	161	162	159	1	0.6%	10	6.6%
539	John Wood	194	72	98	96	98	97	2	2.1%	-96	-49.5%
525	Joliet Junior	448	510	460	584	570	538	-14	-2.4%	122	27.2%
520	Kankakee	57	51	54	42	44	47	2	4.8%	-13	-22.8%
501	Kaskaskia	276	309	324	319	317	320	-2	-0.6%	41	14.9%
523	Kishwaukee	123	117	118	125	152	132	27	21.6%	29	23.6%
517	Lake Land	301	329	326	344	370	347	26	7.6%	69	22.9%
536	Lewis and Clark	417	308	332	372	401	368	29	7.8%	-16	-3.8%
526	Lincoln Land	228	236	251	316	356	308	40	12.7%	128	56.1%
528	McHenry County	293	416	543	574	610	576	36	6.3%	317	108.2%
524	Moraine Valley	353	398	414	423	430	422	7	1.7%	77	21.8%
527	Morton	71	86	125	138	107	123	-31	-22.5%	36	50.7%
535	Oakton	219	252	274	297	329	300	32	10.8%	110	50.2%
505	Parkland	381	296	292	378	337	336	-41	-10.8%	-44	-11.5%
515	Prairie State	59	51	53	55	68	59	13	23.6%	9	15.3%
521	Rend Lake	150	173	157	170	182	170	12	7.1%	32	21.3%
537	Richland	277	301	306	357	405	356	48	13.4%	128	46.2%
511	Rock Valley	831	749	655	857	862	791	5	0.6%	31	3.7%
506	Sauk Valley	335	288	315	324	321	320	-3	-0.9%	-14	-4.2%
531	Shawnee	77	71	144	195	188	176	-7	-3.6%	111	144.2%
510	South Suburban	203	300	319	304	327	317	23	7.6%	124	61.1%
533	Southeastern Illinois	241	215	218	247	276	247	29	11.7%	35	14.5%
522	Southwestern Illinois	1,128	1,090	1,157	1,156	1,205	1,173	49	4.2%	77	6.8%
534	Spoon River	155	162	185	218	220	208	2	0.9%	65	41.9%
504	Triton	359	378	196	384	329	303	-55	-14.3%	-30	-8.4%
516	Waubonsee	524	556	655	730	810	732	80	11.0%	286	54.6%
	TOTALS	13,314	13,543	14,638	16,288	16,963	15,963	675	4.1%	3,649	27.4%
	Pure										
	Minimum	57	51	53	42	44	47	-365	-52.6%	-314	-49.5%
	Maximum	1,128	1,090	1,157	1,156	1,205	1,173	175	56.5%	511	296.0%
	Median	232	244	241	301	329	317	12	4.8%	69	22.3%
	Standard Deviation	208	206	214	230	253	235	72	15.4%	130	62.8%
	Average	277	282	305	339	377	355	15	5.5%	81	44.2%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-2
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
FOR FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	3,265	3,117	3,467	3,567	3,830	3,621	263	7.4%	565	17.3%
518	Carl Sandburg	2,244	2,307	2,194	2,295	2,296	2,262	1	0.0%	52	2.3%
508	City Colleges of Chicago	(6,555)	(8,744)	(11,183)	(12,829)	(14,942)	(12,985)	(2,113)	(16.5%)	(8,387)	(127.9%)
02	Harold Washington	1,360	1,971	2,276	2,244	2,554	2,358	310	13.8%	1,194	87.8%
04	Harry S Truman	512	483	862	1,353	1,731	1,315	378	27.9%	1,219	238.1%
01	Kennedy-King	340	560	1,086	1,609	1,929	1,541	320	19.9%	1,589	467.4%
03	Malcolm X	529	722	1,122	1,076	1,899	1,366	823	76.5%	1,370	259.0%
05	Olive-Harvey	636	828	1,050	1,474	1,470	1,331	-4	-0.3%	834	131.1%
06	Richard J. Daley	1,516	2,170	2,597	3,089	3,373	3,020	284	9.2%	1,857	122.5%
07	Wilbur Wright	1,662	2,010	2,190	1,984	1,986	2,053	2	0.1%	324	19.5%
502	College of DuPage	6,982	8,065	10,992	13,363	17,741	14,032	4,378	32.8%	10,759	154.1%
532	College of Lake County	2,175	3,088	4,487	5,451	6,987	5,642	1,536	28.2%	4,812	221.2%
507	Danville Area	2,127	2,263	2,629	2,375	2,635	2,546	260	10.9%	508	23.9%
509	Elgin	3,217	3,755	4,732	5,220	6,752	5,568	1,532	29.3%	3,535	109.9%
512	Harper	7,563	7,729	8,382	8,969	9,928	9,093	959	10.7%	2,365	31.3%
540	Heartland	4,055	3,860	4,303	4,572	4,443	4,439	-129	-2.8%	388	9.6%
519	Highland	1,261	1,823	1,514	1,864	1,663	1,680	-201	-10.8%	402	31.9%
514	Illinois Central	5,414	6,130	5,787	6,511	6,965	6,421	454	7.0%	1,551	28.6%
529	Illinois Eastern	(4,529)	(3,785)	(4,160)	(4,444)	3,520	4,041	-924	-20.8%	-1,009	-22.3%
04	Frontier	2,278	1,159	1,388	1,749	DNA	--	--	--	--	--
01	Lincoln Trail	960	686	948	867	DNA	--	--	--	--	--
02	Olney Central	697	1,191	1,045	1,245	DNA	--	--	--	--	--
03	Wabash Valley	594	749	779	583	DNA	--	--	--	--	--
513	Illinois Valley	1,331	1,513	1,590	1,812	1,865	1,756	53	2.9%	534	40.1%
530	John A. Logan	2,567	2,531	2,442	2,237	2,481	2,387	244	10.9%	-86	-3.4%
539	John Wood	714	478	734	786	856	792	70	8.9%	142	19.9%
525	Joliet Junior	7,063	8,185	8,089	9,815	9,258	9,054	-557	-5.7%	2,195	31.1%
520	Kankakee	944	936	1,010	1,022	946	993	-76	-7.4%	2	0.2%
501	Kaskaskia	4,953	5,944	6,459	6,713	7,092	6,755	379	5.6%	2,139	43.2%
523	Kishwaukee	1,511	1,471	1,502	1,870	2,044	1,805	174	9.3%	533	35.3%
517	Lake Land	3,693	3,748	3,701	3,743	4,195	3,880	452	12.1%	502	13.6%
536	Lewis and Clark	5,909	4,321	4,158	4,780	5,267	4,735	487	10.2%	-642	-10.9%
526	Lincoln Land	2,855	2,788	3,325	3,747	4,772	3,948	1,025	27.4%	1,917	67.1%
528	McHenry County	6,076	9,069	11,995	12,020	11,695	11,903	-325	-2.7%	5,619	92.5%
524	Moraine Valley	4,278	5,618	5,780	6,294	6,602	6,225	308	4.9%	2,324	54.3%
527	Morton	786	1,259	1,573	1,802	1,290	1,555	-512	-28.4%	504	64.1%
535	Oakton	3,160	3,684	4,419	4,820	5,537	4,925	717	14.9%	2,377	75.2%
505	Parkland	2,415	2,303	2,607	3,265	3,517	3,130	252	7.7%	1,102	45.6%
515	Prairie State	527	717	635	836	1,331	934	495	59.2%	804	152.6%
521	Rend Lake	2,442	2,442	2,229	2,508	2,771	2,503	263	10.5%	329	13.5%
537	Richland	1,845	2,160	2,353	2,818	3,242	2,804	424	15.0%	1,397	75.7%
511	Rock Valley	3,660	3,514	2,506	5,001	5,388	4,298	387	7.7%	1,728	47.2%
506	Sauk Valley	1,679	1,566	1,608	1,709	1,855	1,724	146	8.5%	176	10.5%
531	Shawnee	1,136	934	1,467	1,595	1,544	1,535	-51	-3.2%	408	35.9%
510	South Suburban	2,658	4,208	4,352	4,277	4,628	4,419	351	8.2%	1,970	74.1%
533	Southeastern Illinois	1,551	1,462	1,952	1,951	2,068	1,990	117	6.0%	517	33.3%
522	Southwestern Illinois	6,809	8,865	10,009	10,124	11,570	10,568	1,446	14.3%	4,761	69.9%
534	Spoon River	901	959	1,211	1,146	1,140	1,166	-6	-0.5%	239	26.5%
504	Triton	4,323	4,434	4,284	5,981	4,888	5,051	-1,093	-18.3%	565	13.1%
516	Waubonsee	5,770	6,616	7,463	7,961	9,131	8,185	1,170	14.7%	3,361	58.2%
	TOTALS	130,943	146,391	163,283	182,093	198,675	181,350	16,582	9.1%	67,732	51.7%
	Pure										
	Minimum	340	478	635	583	856	792	-1,093	-28.4%	-1,009	-22.3%
	Maximum	7,563	9,069	11,995	13,363	17,741	14,032	4,378	76.5%	10,759	467.4%
	Median	2,210	2,283	2,398	2,442	3,373	3,020	263	8.5%	834	40.1%
	Standard Deviation	2,047	2,418	2,805	3,077	3,512	3,097	820	17.9%	1,987	87.8%
	Average	2,728	3,050	3,402	3,794	4,415	4,030	368	9.6%	1,505	69.2%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-3
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE
FOR FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	7.0	7.4	8.5	8.6	9.4	8.8	0.9	10.0%	2.4	34.1%
518	Carl Sandburg	5.4	5.3	5.2	5.7	5.7	5.5	0.0	0.0%	0.2	4.1%
508	City Colleges of Chicago	(9.0)	(9.7)	(9.9)	(8.8)	(8.9)	(9.2)	(0.1)	(0.8%)	(-0.2)	(-1.8%)
02	Harold Washington	9.9	10.3	10.0	9.1	9.5	9.6	0.4	4.5%	-0.4	-4.0%
04	Harry S Truman	6.9	6.0	7.2	9.4	9.4	8.6	0.0	-0.4%	2.4	35.2%
01	Kennedy-King	4.5	4.8	6.8	6.5	6.5	6.6	0.0	0.5%	2.0	43.3%
03	Malcolm X	4.6	6.1	6.5	5.4	6.1	6.0	0.7	12.8%	1.5	33.0%
05	Olive-Harvey	8.0	8.6	9.1	8.0	8.3	8.5	0.3	4.2%	0.4	4.5%
06	Richard J. Daley	11.3	14.0	14.0	12.3	13.6	13.3	1.3	11.0%	2.3	20.2%
07	Wilbur Wright	15.1	14.0	14.8	10.8	10.1	11.9	-0.8	-7.0%	-5.0	-33.3%
502	College of DuPage	13.7	14.9	16.4	15.8	17.4	16.5	1.6	10.0%	3.7	26.7%
532	College of Lake County	9.3	11.0	13.4	15.5	16.1	15.0	0.6	3.9%	6.9	74.3%
507	Danville Area	4.4	4.9	5.3	5.2	5.0	5.2	-0.2	-3.8%	0.6	12.9%
509	Elgin	6.0	5.7	6.4	6.5	7.2	6.7	0.7	11.0%	1.2	20.7%
512	Harper	16.5	16.5	17.0	17.9	18.1	17.7	0.1	0.8%	1.5	9.3%
540	Heartland	10.1	10.2	8.7	9.3	9.0	9.0	-0.3	-3.6%	-1.0	-10.4%
519	Highland	8.7	10.6	10.3	10.4	9.6	10.1	-0.9	-8.2%	0.9	9.9%
514	Illinois Central	17.6	18.0	17.4	17.8	19.0	18.1	1.1	6.4%	1.3	7.6%
529	Illinois Eastern	(7.0)	(7.9)	(5.9)	(6.4)	10.7	7.7	4.3	67.1%	3.7	51.9%
04	Frontier	8.4	8.2	6.0	6.8	DNA	--	--	--	--	--
01	Lincoln Trail	6.0	6.9	5.3	5.4	DNA	--	--	--	--	--
02	Olney Central	7.2	8.8	6.7	8.1	DNA	--	--	--	--	--
03	Wabash Valley	5.1	7.3	5.5	4.9	DNA	--	--	--	--	--
513	Illinois Valley	9.4	11.4	11.7	11.6	11.7	11.7	0.0	0.4%	2.2	23.5%
530	John A. Logan	16.9	16.9	16.0	13.9	15.3	15.1	1.4	10.2%	-1.6	-9.3%
539	John Wood	3.7	6.6	7.5	8.2	8.7	8.1	0.5	6.7%	5.1	137.3%
525	Joliet Junior	15.8	16.0	17.6	16.8	16.2	16.9	-0.6	-3.4%	0.5	3.0%
520	Kankakee	16.6	18.4	18.7	24.3	21.5	21.5	-2.8	-11.6%	4.9	29.8%
501	Kaskaskia	17.9	19.2	19.9	21.0	22.4	21.1	1.3	6.3%	4.4	24.7%
523	Kishwaukee	12.3	12.6	12.7	15.0	13.4	13.7	-1.5	-10.1%	1.2	9.5%
517	Lake Land	12.3	11.4	11.4	10.9	11.3	11.2	0.5	4.2%	-0.9	-7.6%
536	Lewis and Clark	14.2	14.0	12.5	12.8	13.1	12.8	0.3	2.2%	-1.0	-7.3%
526	Lincoln Land	12.5	11.8	13.2	11.9	13.4	12.8	1.5	13.0%	0.9	7.0%
528	McHenry County	20.7	21.8	22.1	20.9	19.2	20.7	-1.8	-8.4%	-1.6	-7.5%
524	Moraine Valley	12.1	14.1	14.0	14.9	15.4	14.7	0.5	3.2%	3.2	26.7%
527	Morton	11.1	14.6	12.6	13.1	12.1	12.6	-1.0	-7.7%	1.0	8.9%
535	Oakton	14.4	14.6	16.1	16.2	16.8	16.4	0.6	3.7%	2.4	16.6%
505	Parkland	6.3	7.8	8.9	8.6	10.4	9.3	1.8	20.8%	4.1	64.6%
515	Prairie State	8.9	14.1	12.0	15.2	19.6	15.6	4.4	28.8%	10.6	119.1%
521	Rend Lake	16.3	14.1	14.2	14.8	15.2	14.7	0.5	3.2%	-1.1	-6.5%
537	Richland	6.7	7.2	7.7	7.9	8.0	7.9	0.1	1.4%	1.3	20.2%
511	Rock Valley	4.4	4.7	3.8	5.8	6.3	5.3	0.4	7.1%	1.8	41.9%
506	Sauk Valley	5.0	5.4	5.1	5.3	5.8	5.4	0.5	9.6%	0.8	15.3%
531	Shawnee	14.8	13.2	10.2	8.2	8.2	8.9	0.0	0.4%	-6.5	-44.3%
510	South Suburban	13.1	14.0	13.6	14.1	14.2	14.0	0.1	0.6%	1.1	8.1%
533	Southeastern Illinois	6.4	6.8	9.0	7.9	7.5	8.1	-0.4	-5.1%	1.1	16.4%
522	Southwestern Illinois	6.0	8.1	8.7	8.8	9.6	9.0	0.8	9.6%	3.6	59.1%
534	Spoon River	5.8	5.9	6.5	5.3	5.2	5.7	-0.1	-1.4%	-0.6	-10.9%
504	Triton	12.0	11.7	21.9	15.6	14.9	17.4	-0.7	-4.6%	2.8	23.4%
516	Waubonsee	11.0	11.9	11.4	10.9	11.3	11.2	0.4	3.4%	0.3	2.4%
	TOTALS/AVERAGES	9.8	10.8	11.2	11.2	11.7	11.3	0.5	4.8%	1.9	19.1%
	Pure										
	Minimum	3.7	4.7	3.8	4.9	5.0	5.2	-2.8	-11.6%	-6.5	-44.3%
	Maximum	20.7	21.8	22.1	24.3	22.4	21.5	4.4	67.1%	10.6	137.3%
	Median	9.7	11.2	10.8	10.6	11.3	11.2	0.4	3.2%	1.2	15.3%
	Standard Deviation	4.5	4.4	4.7	4.8	4.7	4.6	1.2	12.4%	2.8	33.1%
	Average	10.3	11.0	11.2	11.2	11.9	11.7	0.4	4.5%	1.4	20.1%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-4
TOP TEN DUAL CREDIT COURSE ENROLLMENTS BY CIP (BASED ON FISCAL YEAR 2025)
FOR FISCAL YEARS 2021-2025

CIP	COURSE NAME	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
23.1301	Writing, General	21,259	22,122	26,363	30,125	34,663	30,384	4,538	15.1%	13,404	63.1%
27.0101	Mathematics, General	8,643	8,267	8,706	8,743	9,239	8,896	496	5.7%	596	6.9%
16.0905	Spanish Language and Literature	4,994	6,403	6,748	7,226	8,025	7,333	799	11.1%	3,031	60.7%
23.1304	Rhetoric and Composition	5,537	5,553	5,805	6,568	7,833	6,735	1,265	19.3%	2,296	41.5%
54.0102	American History (United States)	4,138	4,384	5,554	6,340	7,414	6,436	1,074	16.9%	3,276	79.2%
48.0508	Welding Technology/Welder	2,381	3,198	4,263	4,721	5,216	4,733	495	10.5%	2,835	119.1%
27.0501	Statistics, General	3,214	3,648	4,282	4,998	5,146	4,809	148	3.0%	1,932	60.1%
42.0101	Psychology, General	3,547	3,806	4,336	4,680	5,046	4,687	366	7.8%	1,499	42.3%
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide	2,695	3,151	3,390	3,943	4,385	3,906	442	11.2%	1,690	62.7%
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	2,999	3,761	4,874	5,489	3,899	4,754	-1,590	-29.0%	900	30.0%
	Totals	59,407	64,293	74,321	82,833	90,866	82,673	8,033	9.7%	31,459	53.0%
	Grand Total	130,943	146,391	163,283	182,093	198,675	181,350	16,582	9.1%	67,732	51.7%
	Percent Top Ten of Grand Total	45.4%	43.9%	45.5%	45.5%	45.7%	45.6%	0.2%	0.5%	0.4%	0.8%

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

Illinois Community College Board
Table B-5
DUAL CREDIT COURSE COUNT BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	335	287	281	314	283	293	-31	-9.9%	-52	-15.5%
518	Carl Sandburg	351	381	371	352	346	356	-6	-1.7%	-5	-1.4%
508	City Colleges of Chicago	(526)	(669)	(894)	(1,150)	(1,356)	(1,133)	(206)	(17.9%)	(830)	(157.8%)
02	Harold Washington	88	139	184	199	219	201	20	10.1%	131	148.9%
04	Harry S Truman	56	70	106	109	151	122	42	38.5%	95	169.6%
01	Kennedy-King	51	73	107	173	215	165	42	24.3%	164	321.6%
03	Malcolm X	82	80	133	164	256	184	92	56.1%	174	212.2%
05	Olive-Harvey	51	64	89	143	135	122	-8	-5.6%	84	164.7%
06	Richard J. Daley	101	120	146	207	210	188	3	1.4%	109	107.9%
07	Wilbur Wright	97	123	129	155	170	151	15	9.7%	73	75.3%
502	College of DuPage	109	105	204	293	378	292	85	29.0%	269	246.8%
532	College of Lake County	97	103	134	159	217	170	58	36.5%	120	123.7%
507	Danville Area	325	294	324	310	326	320	16	5.2%	1	0.3%
509	Elgin	480	595	660	674	782	705	108	16.0%	302	62.9%
512	Harper	233	218	241	254	287	261	33	13.0%	54	23.2%
540	Heartland	292	274	378	393	385	385	-8	-2.0%	93	31.8%
519	Highland	37	39	39	37	42	39	5	13.5%	5	13.5%
514	Illinois Central	210	227	234	258	261	251	3	1.2%	51	24.3%
529	Illinois Eastern	(421)	(271)	(436)	(433)	179	349	-254	-58.7%	-242	-57.5%
04	Frontier	163	68	137	156	DNA	--	--	--	--	--
01	Lincoln Trail	135	79	131	121	DNA	--	--	--	--	--
02	Olney Central	65	84	97	92	DNA	--	--	--	--	--
03	Wabash Valley	58	40	71	64	DNA	--	--	--	--	--
513	Illinois Valley	90	94	96	107	115	106	8	7.5%	25	27.8%
530	John A. Logan	95	111	113	116	115	115	-1	-0.9%	20	21.1%
539	John Wood	149	51	69	62	64	65	2	3.2%	-85	-57.0%
525	Joliet Junior	245	261	216	323	264	268	-59	-18.3%	19	7.8%
520	Kankakee	35	32	33	23	29	28	6	26.1%	-6	-17.1%
501	Kaskaskia	120	136	129	146	152	142	6	4.1%	32	26.7%
523	Kishwaukee	65	60	65	72	99	79	27	37.5%	34	52.3%
517	Lake Land	182	186	187	207	212	202	5	2.4%	30	16.5%
536	Lewis and Clark	255	237	238	290	322	283	32	11.0%	67	26.3%
526	Lincoln Land	150	150	158	190	235	194	45	23.7%	85	56.7%
528	McHenry County	180	293	422	462	481	455	19	4.1%	301	167.2%
524	Moraine Valley	72	70	85	85	96	89	11	12.9%	24	33.3%
527	Morton	56	53	58	53	45	52	-8	-15.1%	-11	-19.6%
535	Oakton	64	65	79	85	99	88	14	16.5%	35	54.7%
505	Parkland	295	221	228	296	264	263	-32	-10.8%	-31	-10.5%
515	Prairie State	3	0	0	7	21	9	14	200.0%	18	600.0%
521	Rend Lake	111	111	112	113	113	113	0	0.0%	2	1.8%
537	Richland	209	233	230	268	295	264	27	10.1%	86	41.1%
511	Rock Valley	749	653	526	657	659	614	2	0.3%	-90	-12.0%
506	Sauk Valley	221	186	203	211	219	211	8	3.8%	-2	-0.9%
531	Shawnee	54	55	115	157	115	129	-42	-26.8%	61	113.0%
510	South Suburban	2	9	14	33	43	30	10	30.3%	41	2050.0%
533	Southeastern Illinois	132	142	136	152	168	152	16	10.5%	36	27.3%
522	Southwestern Illinois	827	724	773	736	685	731	-51	-6.9%	-142	-17.2%
534	Spoon River	124	135	158	182	182	174	0	0.0%	58	46.8%
504	Triton	141	173	49	69	83	67	14	20.3%	-58	-41.1%
516	Waubonsee	432	462	528	592	670	597	78	13.2%	238	55.1%
	TOTALS	8,474	8,366	9,216	10,321	10,687	10,075	366	3.5%	2,213	26.1%
	Pure Mininum	2	0	0	7	21	9	-254	-58.7%	-242	-57.5%
	Maximum	827	724	773	736	782	731	108	200.0%	302	2050.0%
	Median	122	122	135	162	212	184	8	7.5%	35	27.8%
	Standard Deviation	167	159	162	170	178	173	52	34.0%	104	317.2%
	Average	177	174	192	215	237	224	8	11.9%	49	108.9%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-6
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	2,593	2,391	2,512	2,790	3,043	2,782	253	9.1%	450	17.4%
518	Carl Sandburg	1,842	1,889	1,800	1,881	1,784	1,822	-97	-5.2%	-58	-3.1%
508	City Colleges of Chicago	(5,017)	(6,787)	(9,085)	(10,061)	(11,845)	(10,330)	(1,784)	(17.7%)	(6,828)	(136.1%)
02	Harold Washington	722	1,344	1,669	1,653	1,986	1,769	333	20.1%	1,264	175.1%
04	Harry S Truman	420	454	745	935	1,297	992	362	38.7%	877	208.8%
01	Kennedy-King	251	300	699	976	1,171	949	195	20.0%	920	366.5%
03	Malcolm X	385	503	925	882	1,477	1,095	595	67.5%	1,092	283.6%
05	Olive-Harvey	490	613	842	1,165	1,196	1,068	31	2.7%	706	144.1%
06	Richard J. Daley	1,201	1,758	2,239	2,649	2,911	2,600	262	9.9%	1,710	142.4%
07	Wilbur Wright	1,548	1,815	1,966	1,801	1,807	1,858	6	0.3%	259	16.7%
502	College of DuPage	2,211	1,845	3,539	4,889	7,055	5,161	2,166	44.3%	4,844	219.1%
532	College of Lake County	1,307	1,429	2,250	2,698	3,706	2,885	1,008	37.4%	2,399	183.6%
507	Danville Area	1,333	1,355	1,557	1,412	1,629	1,533	217	15.4%	296	22.2%
509	Elgin	2,978	3,541	4,394	4,353	5,257	4,668	904	20.8%	2,279	76.5%
512	Harper	4,189	4,211	4,839	5,317	5,945	5,367	628	11.8%	1,756	41.9%
540	Heartland	3,437	3,131	3,568	3,815	3,692	3,692	-123	-3.2%	255	7.4%
519	Highland	439	492	427	474	368	423	-106	-22.4%	-71	-16.2%
514	Illinois Central	4,131	4,738	4,581	5,254	5,484	5,106	230	4.4%	1,353	32.8%
529	Illinois Eastern	(3,223)	(2,350)	(2,675)	(2,888)	2,183	2,582	-705	-24.4%	-1,040	-32.3%
04	Frontier	1,626	724	958	1,172	DNA	--	--	--	--	--
01	Lincoln Trail	826	513	691	624	DNA	--	--	--	--	--
02	Olney Central	494	861	767	868	DNA	--	--	--	--	--
03	Wabash Valley	277	252	259	224	DNA	--	--	--	--	--
513	Illinois Valley	1,061	1,283	1,282	1,403	1,450	1,378	47	3.3%	389	36.7%
530	John A. Logan	1,888	2,074	2,015	1,841	1,974	1,943	133	7.2%	86	4.6%
539	John Wood	569	394	620	633	680	644	47	7.4%	111	19.5%
525	Joliet Junior	4,546	4,644	4,420	6,165	5,131	5,239	-1,034	-16.8%	585	12.9%
520	Kankakee	548	518	515	440	512	489	72	16.4%	-36	-6.6%
501	Kaskaskia	2,608	3,005	3,067	3,437	3,907	3,470	470	13.7%	1,299	49.8%
523	Kishwaukee	968	912	995	1,327	1,486	1,269	159	12.0%	518	53.5%
517	Lake Land	2,625	2,450	2,407	2,471	2,721	2,533	250	10.1%	96	3.7%
536	Lewis and Clark	4,186	3,646	3,419	4,128	4,677	4,075	549	13.3%	491	11.7%
526	Lincoln Land	2,283	2,044	2,432	2,675	3,455	2,854	780	29.2%	1,172	51.3%
528	McHenry County	4,392	7,163	10,043	10,309	9,854	10,069	-455	-4.4%	5,462	124.4%
524	Moraine Valley	854	975	1,313	1,333	1,527	1,391	194	14.6%	673	78.8%
527	Morton	688	919	1,066	1,079	842	996	-237	-22.0%	154	22.4%
535	Oakton	963	1,002	1,399	1,497	1,798	1,565	301	20.1%	835	86.7%
505	Parkland	1,721	1,568	1,848	2,385	2,551	2,261	166	7.0%	830	48.2%
515	Prairie State	30	0	0	110	287	132	177	160.9%	257	856.7%
521	Rend Lake	2,085	1,951	1,793	1,937	2,059	1,930	122	6.3%	-26	-1.2%
537	Richland	1,177	1,530	1,616	1,868	2,173	1,886	305	16.3%	996	84.6%
511	Rock Valley	3,343	3,048	2,159	3,724	3,913	3,265	189	5.1%	570	17.1%
506	Sauk Valley	921	868	856	826	1,032	905	206	24.9%	111	12.1%
531	Shawnee	904	728	1,218	1,343	1,098	1,220	-245	-18.2%	194	21.5%
510	South Suburban	30	155	188	478	602	423	124	25.9%	572	1906.7%
533	Southeastern Illinois	1,046	1,027	1,257	1,263	1,434	1,318	171	13.5%	388	37.1%
522	Southwestern Illinois	3,803	4,356	5,033	4,802	4,643	4,826	-159	-3.3%	840	22.1%
534	Spoon River	727	812	1,040	947	976	988	29	3.1%	249	34.3%
504	Triton	1,951	2,375	902	914	1,393	1,070	479	52.4%	-558	-28.6%
516	Waubonsee	5,103	5,760	6,269	6,489	7,642	6,800	1,153	17.8%	2,539	49.8%
	TOTALS	83,720	89,366	100,399	111,656	121,808	111,288	10,152	9.1%	38,088	45.5%
	Pure Mininum	30	0	0	110	287	132	-1,034	-24.4%	-1,040	-32.3%
	Maximum	5,103	7,163	10,043	10,309	9,854	10,069	2,166	160.9%	5,462	1906.7%
	Median	1,254	1,392	1,587	1,575	1,974	1,858	189	11.8%	570	36.7%
	Standard Deviation	1,360	1,566	1,838	1,996	2,089	1,978	487	28.7%	1,184	308.1%
	Average	1,744	1,862	2,092	2,326	2,707	2,473	226	14.7%	846	122.1%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-7
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	7.7	8.3	8.9	8.9	10.8	9.5	1.9	21.0%	3.0	38.9%
518	Carl Sandburg	5.2	5.0	4.9	5.3	5.2	5.1	-0.2	-3.5%	-0.1	-1.7%
508	City Colleges of Chicago	(9.5)	(10.1)	(10.2)	(8.7)	(8.7)	(9.2)	(0.0)	(-0.2%)	(-0.8)	(-8.4%)
02	Harold Washington	8.2	9.7	9.1	8.3	9.1	8.8	0.8	9.2%	0.9	10.5%
04	Harry S Truman	7.5	6.5	7.0	8.6	8.6	8.1	0.0	0.1%	1.1	14.5%
01	Kennedy-King	4.9	4.1	6.5	5.6	5.4	5.9	-0.2	-3.5%	0.5	10.7%
03	Malcolm X	4.7	6.3	7.0	5.4	5.8	6.0	0.4	7.3%	1.1	22.9%
05	Olive-Harvey	9.6	9.6	9.5	8.1	8.9	8.8	0.7	8.7%	-0.7	-7.8%
06	Richard J. Daley	11.9	14.7	15.3	12.8	13.9	14.0	1.1	8.3%	2.0	16.6%
07	Wilbur Wright	16.0	14.8	15.2	11.6	10.6	12.5	-1.0	-8.5%	-5.3	-33.4%
502	College of DuPage	20.3	17.6	17.3	16.7	18.7	17.6	2.0	11.9%	-1.6	-8.0%
532	College of Lake County	13.5	13.9	16.8	17.0	17.1	16.9	0.1	0.6%	3.6	26.7%
507	Danville Area	4.1	4.6	4.8	4.6	5.0	4.8	0.4	9.7%	0.9	21.8%
509	Elgin	6.2	6.0	6.7	6.5	6.7	6.6	0.3	4.1%	0.5	8.4%
512	Harper	18.0	19.3	20.1	20.9	20.7	20.6	-0.2	-1.0%	2.7	15.2%
540	Heartland	11.8	11.4	9.4	9.7	9.6	9.6	-0.1	-1.2%	-2.2	-18.5%
519	Highland	11.9	12.6	10.9	12.8	8.8	10.8	-4.0	-31.6%	-3.1	-26.2%
514	Illinois Central	19.7	20.9	19.6	20.4	21.0	20.3	0.6	3.2%	1.3	6.8%
529	Illinois Eastern	(7.7)	(8.7)	(6.1)	(6.7)	12.2	8.3	5.5	82.8%	4.5	59.3%
04	Frontier	10.0	10.6	7.0	7.5	DNA	--	--	--	--	--
01	Lincoln Trail	6.1	6.5	5.3	5.2	DNA	--	--	--	--	--
02	Olney Central	7.6	10.3	7.9	9.4	DNA	--	--	--	--	--
03	Wabash Valley	4.8	6.3	3.6	3.5	DNA	--	--	--	--	--
513	Illinois Valley	11.8	13.6	13.4	13.1	12.6	13.0	-0.5	-3.8%	0.8	7.0%
530	John A. Logan	19.9	18.7	17.8	15.9	17.2	17.0	1.3	8.2%	-2.7	-13.6%
539	John Wood	3.8	7.7	9.0	10.2	10.6	9.9	0.4	4.1%	6.8	178.2%
525	Joliet Junior	18.6	17.8	20.5	19.1	19.4	19.7	0.3	1.8%	0.9	4.7%
520	Kankakee	15.7	16.2	15.6	19.1	17.7	17.5	-1.5	-7.7%	2.0	12.8%
501	Kaskaskia	21.7	22.1	23.8	23.5	25.7	24.3	2.2	9.2%	4.0	18.3%
523	Kishwaukee	14.9	15.2	15.3	18.4	15.0	16.2	-3.4	-18.6%	0.1	0.8%
517	Lake Land	14.4	13.2	12.9	11.9	12.8	12.5	0.9	7.5%	-1.6	-11.0%
536	Lewis and Clark	16.4	15.4	14.4	14.2	14.5	14.4	0.3	2.0%	-1.9	-11.5%
526	Lincoln Land	15.2	13.6	15.4	14.1	14.7	14.7	0.6	4.4%	-0.5	-3.4%
528	McHenry County	24.4	24.4	23.8	22.3	20.5	22.2	-1.8	-8.2%	-3.9	-16.0%
524	Moraine Valley	11.9	13.9	15.4	15.7	15.9	15.7	0.2	1.4%	4.0	34.1%
527	Morton	12.3	17.3	18.4	20.4	18.7	19.1	-1.6	-8.1%	6.4	52.3%
535	Oakton	15.0	15.4	17.7	17.6	18.2	17.8	0.5	3.1%	3.1	20.7%
505	Parkland	5.8	7.1	8.1	8.1	9.7	8.6	1.6	19.9%	3.8	65.6%
515	Prairie State	10.0	--	--	15.7	13.7	14.7	-2.0	-13.0%	3.7	36.7%
521	Rend Lake	18.8	17.6	16.0	17.1	18.2	17.1	1.1	6.3%	-0.6	-3.0%
537	Richland	5.6	6.6	7.0	7.0	7.4	7.1	0.4	5.7%	1.7	30.8%
511	Rock Valley	4.5	4.7	4.1	5.7	5.9	5.2	0.3	4.8%	1.5	33.0%
506	Sauk Valley	4.2	4.7	4.2	3.9	4.7	4.3	0.8	20.4%	0.5	13.1%
531	Shawnee	16.7	13.2	10.6	8.6	9.5	9.6	1.0	11.6%	-7.2	-43.0%
510	South Suburban	15.0	17.2	13.4	14.5	14.0	14.0	-0.5	-3.3%	-1.0	-6.7%
533	Southeastern Illinois	7.9	7.2	9.2	8.3	8.5	8.7	0.2	2.7%	0.6	7.7%
522	Southwestern Illinois	4.6	6.0	6.5	6.5	6.8	6.6	0.3	3.9%	2.2	47.4%
534	Spoon River	5.9	6.0	6.6	5.2	5.4	5.7	0.2	3.1%	-0.5	-8.5%
504	Triton	13.8	13.7	18.4	13.2	16.8	16.1	3.5	26.7%	2.9	21.3%
516	Waubonsee	11.8	12.5	11.9	11.0	11.4	11.4	0.4	4.1%	-0.4	-3.4%
	TOTALS/AVERAGES	9.9	10.7	10.9	10.8	11.4	11.0	0.6	5.4%	1.5	15.4%
	Pure										
	Mininum	3.8	4.1	3.6	3.5	4.7	4.3	-4.0	-31.6%	-7.2	-43.0%
	Maximum	24.4	24.4	23.8	23.5	25.7	24.3	5.5	82.8%	6.8	178.2%
	Median	11.8	12.6	10.9	11.3	12.2	12.5	0.3	3.9%	0.9	10.5%
	Standard Deviation	5.5	5.3	5.5	5.5	5.3	5.3	1.5	15.5%	2.8	34.2%
	Average	11.5	11.9	12.0	11.9	12.5	12.4	0.3	4.6%	0.8	13.8%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-8
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE
IN TRANSFER EDUCATION
FISCAL YEAR 2025

Dist. No.	District/College	23.1301 Writing, General	27.0101 Mathematics, General	16.0905 Spanish Language and Literature	23.1304 Rhetoric and Composition	54.0102 American History (United States)	Total
503	Black Hawk	999	227	202	314	274	2,016
518	Carl Sandburg	374	21	8	147	77	627
508	City Colleges of Chicago	(4,074)	(1,321)	(1,465)	(5)	(330)	(7,195)
02	Harold Washington	950	127	138	0	60	1,275
04	Harry S Truman	326	183	217	5	52	783
01	Kennedy-King	323	90	87	0	38	538
03	Malcolm X	195	113	193	0	7	508
05	Olive-Harvey	313	67	208	0	136	724
06	Richard J. Daley	1,195	425	442	0	35	2,097
07	Wilbur Wright	772	316	180	0	2	1,270
502	College of DuPage	3,180	0	498	415	0	4,093
532	College of Lake County	1,430	36	111	52	106	1,735
507	Danville Area	395	39	1	64	102	601
509	Elgin	1,950	434	211	139	216	2,950
512	Harper	934	684	843	1,245	0	3,706
540	Heartland	1,066	30	7	0	186	1,289
519	Highland	70	58	0	0	0	128
514	Illinois Central	1,867	53	137	487	316	2,860
529	Illinois Eastern	453	224	59	287	114	1,137
513	Illinois Valley	501	36	0	242	122	901
530	John A. Logan	574	72	160	118	107	1,031
539	John Wood	225	79	45	150	3	502
525	Joliet Junior	3,206	19	0	143	369	3,737
520	Kankakee	104	11	0	25	29	169
501	Kaskaskia	794	305	309	344	532	2,284
523	Kishwaukee	452	93	23	185	275	1,028
517	Lake Land	1,065	446	6	269	56	1,842
536	Lewis and Clark	1,149	439	782	134	665	3,169
526	Lincoln Land	648	328	199	211	601	1,987
528	McHenry County	1,380	109	2,145	972	1,534	6,140
524	Moraine Valley	539	183	0	24	0	746
527	Morton	0	506	0	0	0	506
535	Oakton	610	364	0	69	45	1,088
505	Parkland	1,272	24	2	48	121	1,467
515	Prairie State	0	0	0	0	0	0
521	Rend Lake	497	447	7	33	187	1,171
537	Richland	515	13	18	96	41	683
511	Rock Valley	677	242	120	168	467	1,674
506	Sauk Valley	331	51	4	48	2	436
531	Shawnee	263	116	28	18	109	534
510	South Suburban	294	0	6	0	11	311
533	Southeastern Illinois	263	171	15	48	34	531
522	Southwestern Illinois	966	201	207	596	284	2,254
534	Spoon River	265	108	0	114	13	500
504	Triton	9	233	0	0	0	242
516	Waubonsee	1,166	1,516	407	583	86	3,758
	TOTALS	34,557	9,239	8,025	7,793	7,414	67,028
	Grand Total	198,675	198,675	198,675	198,675	198,675	198,675
	Percent Top Five of Grand Total	17.4%	4.7%	4.0%	3.9%	3.7%	33.7%

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

Illinois Community College Board
Table B-9
DUAL CREDIT COURSE COUNT BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	129	136	129	102	123	118	21	20.6%	-6	-4.7%
518	Carl Sandburg	61	56	49	53	59	54	6	11.3%	-2	-3.3%
508	City Colleges of Chicago	(200)	(234)	(232)	(309)	(329)	(290)	(20)	(6.5%)	(129)	(64.5%)
02	Harold Washington	49	53	43	47	49	46	2	4.3%	0	0.0%
04	Harry S Truman	18	11	14	35	34	28	-1	-2.9%	16	88.9%
01	Kennedy-King	24	44	52	76	82	70	6	7.9%	58	241.7%
03	Malcolm X	34	38	39	36	57	44	21	58.3%	23	67.6%
05	Olive-Harvey	29	32	26	42	42	37	0	0.0%	13	44.8%
06	Richard J. Daley	33	35	39	45	38	41	-7	-15.6%	5	15.2%
07	Wilbur Wright	13	21	19	28	27	25	-1	-3.6%	14	107.7%
502	College of DuPage	399	436	467	551	641	553	90	16.3%	242	60.7%
532	College of Lake County	138	178	202	192	216	203	24	12.5%	78	56.5%
507	Danville Area	156	169	174	148	202	175	54	36.5%	46	29.5%
509	Elgin	60	64	84	132	157	124	25	18.9%	97	161.7%
512	Harper	224	250	252	246	262	253	16	6.5%	38	17.0%
540	Heartland	111	105	114	96	108	106	12	12.5%	-3	-2.7%
519	Highland	108	133	108	142	132	127	-10	-7.0%	24	22.2%
514	Illinois Central	97	113	99	107	106	104	-1	-0.9%	9	9.3%
529	Illinois Eastern	(222)	(209)	(272)	(261)	150	228	-111	-42.5%	-72	-32.4%
04	Frontier	107	74	93	103	DNA	--	--	--	--	--
01	Lincoln Trail	25	20	49	40	DNA	--	--	--	--	--
02	Olney Central	32	52	59	62	DNA	--	--	--	--	--
03	Wabash Valley	58	63	71	56	DNA	--	--	--	--	--
513	Illinois Valley	51	39	40	49	45	45	-4	-8.2%	-6	-11.8%
530	John A. Logan	57	39	40	45	47	44	2	4.4%	-10	-17.5%
539	John Wood	45	21	29	34	34	32	0	0.0%	-11	-24.4%
525	Joliet Junior	203	249	244	261	306	270	45	17.2%	103	50.7%
520	Kankakee	22	19	21	19	15	18	-4	-21.1%	-7	-31.8%
501	Kaskaskia	156	173	195	173	165	178	-8	-4.6%	9	5.8%
523	Kishwaukee	58	57	53	53	53	53	0	0.0%	-5	-8.6%
517	Lake Land	119	143	139	137	158	145	21	15.3%	39	32.8%
536	Lewis and Clark	162	71	94	82	79	85	-3	-3.7%	-83	-51.2%
526	Lincoln Land	78	86	93	126	121	113	-5	-4.0%	43	55.1%
528	McHenry County	113	123	121	112	129	121	17	15.2%	16	14.2%
524	Moraine Valley	281	328	329	338	334	334	-4	-1.2%	53	18.9%
527	Morton	15	33	67	85	62	71	-23	-27.1%	47	313.3%
535	Oakton	155	187	195	212	230	212	18	8.5%	75	48.4%
505	Parkland	86	75	64	82	73	73	-9	-11.0%	-13	-15.1%
515	Prairie State	56	51	53	48	47	49	-1	-2.1%	-9	-16.1%
521	Rend Lake	39	62	45	57	69	57	12	21.1%	30	76.9%
537	Richland	68	68	76	89	110	92	21	23.6%	42	61.8%
511	Rock Valley	82	96	129	200	203	177	3	1.5%	121	147.6%
506	Sauk Valley	114	102	112	113	102	109	-11	-9.7%	-12	-10.5%
531	Shawnee	23	16	29	38	73	47	35	92.1%	50	217.4%
510	South Suburban	201	291	305	271	284	287	13	4.8%	83	41.3%
533	Southeastern Illinois	109	73	82	95	108	95	13	13.7%	-1	-0.9%
522	Southwestern Illinois	301	366	384	420	520	441	100	23.8%	219	72.8%
534	Spoon River	31	27	27	36	38	34	2	5.6%	7	22.6%
504	Triton	218	205	147	315	246	236	-69	-21.9%	28	12.8%
516	Waubonsee	92	94	127	138	140	135	2	1.4%	48	52.2%
	TOTALS	4,840	5,177	5,422	5,967	6,276	5,888	309	5.2%	1,436	29.7%
	Pure Mininum	13	11	14	19	15	18	-111	-42.5%	-83	-51.2%
	Maximum	399	436	467	551	641	553	100	92.1%	242	313.3%
	Median	80	72	83	92	108	104	2	4.3%	16	22.2%
	Standard Deviation	82	96	99	109	125	113	32	21.1%	59	73.8%
	Average	101	108	113	124	139	131	7	5.9%	32	43.0%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-10
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	672	726	955	777	787	840	10	1.3%	115	17.1%
518	Carl Sandburg	402	418	394	414	512	440	98	23.7%	110	27.4%
508	City Colleges of Chicago	(1,538)	(1,957)	(2,098)	(2,768)	(3,097)	(2,654)	(329)	(11.9%)	(1,559)	(101.4%)
02	Harold Washington	638	627	607	591	568	589	-23	-3.9%	-70	-11.0%
04	Harry S Truman	92	29	117	418	434	323	16	3.8%	342	371.7%
01	Kennedy-King	89	260	387	633	758	593	125	19.7%	669	751.7%
03	Malcolm X	144	219	197	194	422	271	228	117.5%	278	193.1%
05	Olive-Harvey	146	215	208	309	274	264	-35	-11.3%	128	87.7%
06	Richard J. Daley	315	412	358	440	462	420	22	5.0%	147	46.7%
07	Wilbur Wright	114	195	224	183	179	195	-4	-2.2%	65	57.0%
502	College of DuPage	4,771	6,220	7,453	8,474	10,686	8,871	2,212	26.1%	5,915	124.0%
532	College of Lake County	868	1,659	2,237	2,753	3,281	2,757	528	19.2%	2,413	278.0%
507	Danville Area	794	908	1,072	963	1,006	1,014	43	4.5%	212	26.7%
509	Elgin	239	214	338	867	1,495	900	628	72.4%	1,256	525.5%
512	Harper	3,374	3,518	3,543	3,652	3,983	3,726	331	9.1%	609	18.0%
540	Heartland	618	729	735	757	751	748	-6	-0.8%	133	21.5%
519	Highland	822	1,331	1,087	1,390	1,295	1,257	-95	-6.8%	473	57.5%
514	Illinois Central	1,283	1,392	1,206	1,257	1,481	1,315	224	17.8%	198	15.4%
529	Illinois Eastern	(1,306)	(1,435)	(1,485)	(1,556)	1,337	1,459	-219	-14.1%	31	2.4%
04	Frontier	652	435	430	577	DNA	--	--	--	--	--
01	Lincoln Trail	134	173	257	243	DNA	--	--	--	--	--
02	Olney Central	203	330	278	377	DNA	--	--	--	--	--
03	Wabash Valley	317	497	520	359	DNA	--	--	--	--	--
513	Illinois Valley	270	230	308	409	415	377	6	1.5%	145	53.7%
530	John A. Logan	679	457	427	396	507	443	111	28.0%	-172	-25.3%
539	John Wood	145	84	114	153	176	148	23	15.0%	31	21.4%
525	Joliet Junior	2,517	3,541	3,669	3,650	4,127	3,815	477	13.1%	1,610	64.0%
520	Kankakee	396	418	495	582	434	504	-148	-25.4%	38	9.6%
501	Kaskaskia	2,345	2,939	3,392	3,276	3,185	3,284	-91	-2.8%	840	35.8%
523	Kishwaukee	543	559	507	543	558	536	15	2.8%	15	2.8%
517	Lake Land	1,068	1,298	1,294	1,272	1,474	1,347	202	15.9%	406	38.0%
536	Lewis and Clark	1,723	675	739	652	590	660	-62	-9.5%	-1,133	-65.8%
526	Lincoln Land	572	744	893	1,072	1,317	1,094	245	22.9%	745	130.2%
528	McHenry County	1,684	1,906	1,952	1,711	1,841	1,835	130	7.6%	157	9.3%
524	Moraine Valley	3,424	4,643	4,467	4,961	5,075	4,834	114	2.3%	1,651	48.2%
527	Morton	98	340	507	723	448	559	-275	-38.0%	350	357.1%
535	Oakton	2,197	2,682	3,020	3,323	3,739	3,361	416	12.5%	1,542	70.2%
505	Parkland	694	735	759	880	966	868	86	9.8%	272	39.2%
515	Prairie State	497	717	635	726	1,044	802	318	43.8%	547	110.1%
521	Rend Lake	357	491	436	571	712	573	141	24.7%	355	99.4%
537	Richland	668	630	737	950	1,069	919	119	12.5%	401	60.0%
511	Rock Valley	317	466	347	1,277	1,475	1,033	198	15.5%	1,158	365.3%
506	Sauk Valley	758	698	752	883	823	819	-60	-6.8%	65	8.6%
531	Shawnee	232	206	249	252	446	316	194	77.0%	214	92.2%
510	South Suburban	2,628	4,053	4,164	3,799	4,026	3,996	227	6.0%	1,398	53.2%
533	Southeastern Illinois	505	435	695	688	634	672	-54	-7.8%	129	25.5%
522	Southwestern Illinois	3,006	4,509	4,976	5,322	6,927	5,742	1,605	30.2%	3,921	130.4%
534	Spoon River	174	147	171	199	164	178	-35	-17.6%	-10	-5.7%
504	Triton	2,372	2,059	3,382	5,067	3,495	3,981	-1,572	-31.0%	1,123	47.3%
516	Waubonsee	667	856	1,194	1,472	1,489	1,385	17	1.2%	822	123.2%
	TOTALS	47,223	57,025	62,884	70,437	76,867	70,063	6,430	9.1%	29,644	62.8%
	Pure Mininum	89	29	114	153	164	148	-1,572	-38.0%	-1,133	-65.8%
	Maximum	4,771	6,220	7,453	8,474	10,686	8,871	2,212	117.5%	5,915	751.7%
	Median	628	629	665	742	966	840	86	6.0%	278	48.2%
	Standard Deviation	1,067	1,405	1,564	1,716	2,016	1,788	493	26.8%	1,130	154.6%
	Average	984	1,188	1,310	1,467	1,708	1,557	143	10.8%	659	100.2%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-11
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEARS 2021-2025

Dist. No.	District/College	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
503	Black Hawk	5.2	5.3	7.4	7.6	6.4	7.1	-1.2	-16.0%	1.2	22.8%
518	Carl Sandburg	6.6	7.5	8.0	7.8	8.7	8.2	0.9	11.1%	2.1	31.7%
508	City Colleges of Chicago	(7.7)	(8.4)	(9.0)	(9.0)	(9.4)	(9.1)	(0.5)	(5.1%)	(1.7)	(22.4%)
02	Harold Washington	13.0	11.8	14.1	12.6	11.6	12.8	-1.0	-7.8%	-1.4	-11.0%
04	Harry S Truman	5.1	2.6	8.4	11.9	12.8	11.0	0.8	6.9%	7.7	149.7%
01	Kennedy-King	3.7	5.9	7.4	8.3	9.2	8.3	0.9	11.0%	5.5	149.3%
03	Malcolm X	4.2	5.8	5.1	5.4	7.4	5.9	2.0	37.4%	3.2	74.8%
05	Olive-Harvey	5.0	6.7	8.0	7.4	6.5	7.3	-0.8	-11.3%	1.5	29.6%
06	Richard J. Daley	9.5	11.8	9.2	9.8	12.2	10.4	2.4	24.3%	2.6	27.4%
07	Wilbur Wright	8.8	9.3	11.8	6.5	6.6	8.3	0.1	1.4%	-2.1	-24.4%
502	College of DuPage	12.0	14.3	16.0	15.4	16.7	16.0	1.3	8.4%	4.7	39.4%
532	College of Lake County	6.3	9.3	11.1	14.3	15.2	13.5	0.9	5.9%	8.9	141.5%
507	Danville Area	5.1	5.4	6.2	6.5	5.0	5.9	-1.5	-23.5%	-0.1	-2.2%
509	Elgin	4.0	3.3	4.0	6.6	9.5	6.7	3.0	45.0%	5.5	139.1%
512	Harper	15.1	14.1	14.1	14.8	15.2	14.7	0.4	2.4%	0.1	0.9%
540	Heartland	5.6	6.9	6.4	7.9	7.0	7.1	-0.9	-11.8%	1.4	24.9%
519	Highland	7.6	10.0	10.1	9.8	9.8	9.9	0.0	0.2%	2.2	28.9%
514	Illinois Central	13.2	12.3	12.2	11.7	14.0	12.6	2.2	18.9%	0.7	5.6%
529	Illinois Eastern	(5.9)	(6.9)	(5.5)	(6.0)	8.9	6.8	3.0	49.5%	3.0	51.5%
04	Frontier	6.1	5.9	4.6	5.6	DNA	--	--	--	--	--
01	Lincoln Trail	5.4	8.7	5.2	6.1	DNA	--	--	--	--	--
02	Olney Central	6.3	6.3	4.7	6.1	DNA	--	--	--	--	--
03	Wabash Valley	5.5	7.9	7.3	6.4	DNA	--	--	--	--	--
513	Illinois Valley	5.3	5.9	7.7	8.3	9.2	8.4	0.9	10.5%	3.9	74.2%
530	John A. Logan	11.9	11.7	10.7	8.8	10.8	10.1	2.0	22.6%	-1.1	-9.4%
539	John Wood	3.2	4.0	3.9	4.5	5.2	4.5	0.7	15.0%	2.0	60.6%
525	Joliet Junior	12.4	14.2	15.0	14.0	13.5	14.2	-0.5	-3.6%	1.1	8.8%
520	Kankakee	18.0	22.0	23.6	30.6	28.9	27.7	-1.7	-5.5%	10.9	60.7%
501	Kaskaskia	15.0	17.0	17.4	18.9	19.3	18.5	0.4	1.9%	4.3	28.4%
523	Kishwaukee	9.4	9.8	9.6	10.2	10.5	10.1	0.3	2.8%	1.2	12.5%
517	Lake Land	9.0	9.1	9.3	9.3	9.3	9.3	0.0	0.5%	0.4	3.9%
536	Lewis and Clark	10.6	9.5	7.9	8.0	7.5	7.8	-0.5	-6.1%	-3.2	-29.8%
526	Lincoln Land	7.3	8.7	9.6	8.5	10.9	9.7	2.4	27.9%	3.6	48.4%
528	McHenry County	14.9	15.5	16.1	15.3	14.3	15.2	-1.0	-6.6%	-0.6	-4.2%
524	Moraine Valley	12.2	14.2	13.6	14.7	15.2	14.5	0.5	3.5%	3.0	24.7%
527	Morton	6.5	10.3	7.6	8.5	7.2	7.8	-1.3	-15.0%	0.7	10.6%
535	Oakton	14.2	14.3	15.5	15.7	16.3	15.8	0.6	3.7%	2.1	14.7%
505	Parkland	8.1	9.8	11.9	10.7	13.2	11.9	2.5	23.3%	5.2	64.0%
515	Prairie State	8.9	14.1	12.0	15.1	22.2	16.4	7.1	46.9%	13.3	150.3%
521	Rend Lake	9.2	7.9	9.7	10.0	10.3	10.0	0.3	3.0%	1.2	12.7%
537	Richland	9.8	9.3	9.7	10.7	9.7	10.0	-1.0	-9.0%	-0.1	-1.1%
511	Rock Valley	3.9	4.9	2.7	6.4	7.3	5.4	0.9	13.8%	3.4	88.0%
506	Sauk Valley	6.6	6.8	6.7	7.8	8.1	7.5	0.3	3.3%	1.4	21.3%
531	Shawnee	10.1	12.9	8.6	6.6	6.1	7.1	-0.5	-7.9%	-4.0	-39.4%
510	South Suburban	13.1	13.9	13.7	14.0	14.2	13.9	0.2	1.1%	1.1	8.4%
533	Southeastern Illinois	4.6	6.0	8.5	7.2	5.9	7.2	-1.4	-18.9%	1.2	26.7%
522	Southwestern Illinois	10.0	12.3	13.0	12.7	13.3	13.0	0.6	5.1%	3.3	33.4%
534	Spoon River	5.6	5.4	6.3	5.5	4.3	5.4	-1.2	-21.9%	-1.3	-23.1%
504	Triton	10.9	10.0	23.0	16.1	14.2	17.8	-1.9	-11.7%	3.3	30.6%
516	Waubonsee	7.3	9.1	9.4	10.7	10.6	10.2	0.0	-0.3%	3.4	46.7%
	TOTALS/AVERAGES	9.8	11.0	11.6	11.8	12.2	11.9	0.4	3.8%	2.5	25.5%
	Pure										
	Mininum	3.2	2.6	2.7	4.5	4.3	4.5	-1.9	-23.5%	-4.0	-39.4%
	Maximum	18.0	22.0	23.6	30.6	28.9	27.7	7.1	49.5%	13.3	150.3%
	Median	7.8	9.3	9.4	9.0	10.3	10.0	0.3	2.8%	2.0	26.7%
	Standard Deviation	3.6	3.9	4.5	4.6	4.8	4.5	1.6	17.2%	3.3	48.3%
	Average	8.6	9.6	10.1	10.4	11.1	10.7	0.5	5.1%	2.4	35.6%

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--Annual Course (AC) Data

Illinois Community College Board
Table B-12
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEAR 2025

Dist. No.	District/College	48.0508 Welding Technology/Welder	51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide	52.0701 Entrepreneurship/Entrepreneurial Studies	51.0710 Medical Office Assistant/ Specialist	47.0604 Automobile/Automotive Mechanics Technology/Technician	Total
503	Black Hawk	319	122	0	0	38	479
518	Carl Sandburg	57	0	27	0	0	84
508	City Colleges of Chicago	(16)	(0)	(145)	(328)	(128)	(617)
02	Harold Washington	0	0	4	2	0	6
04	Harry S Truman	0	0	4	30	0	34
01	Kennedy-King	0	0	34	29	86	149
03	Malcolm X	1	0	45	151	2	199
05	Olive-Harvey	0	0	58	2	37	97
06	Richard J. Daley	15	0	0	101	1	117
07	Wilbur Wright	0	0	0	13	2	15
502	College of DuPage	193	484	630	336	485	2,128
532	College of Lake County	189	233	0	378	178	978
507	Danville Area	34	28	3	37	88	190
509	Elgin	127	176	87	0	633	1,023
512	Harper	54	871	178	451	0	1,554
540	Heartland	116	162	0	114	0	392
519	Highland	38	62	0	0	26	126
514	Illinois Central	535	165	0	351	0	1,051
529	Illinois Eastern	248	59	0	51	83	441
513	Illinois Valley	117	62	0	22	0	201
530	John A. Logan	7	121	0	0	0	128
539	John Wood	89	0	0	0	0	89
525	Joliet Junior	332	68	106	0	40	546
520	Kankakee	104	111	0	0	87	302
501	Kaskaskia	73	73	111	210	54	521
523	Kishwaukee	74	41	0	41	51	207
517	Lake Land	201	262	22	23	62	570
536	Lewis and Clark	187	0	87	0	0	274
526	Lincoln Land	152	75	68	0	160	455
528	McHenry County	7	166	0	0	121	294
524	Moraine Valley	55	0	113	0	117	285
527	Morton	64	0	0	0	57	121
535	Oakton	65	274	138	461	324	1,262
505	Parkland	68	67	28	134	124	421
515	Prairie State	133	0	169	0	213	515
521	Rend Lake	19	51	0	0	129	199
537	Richland	99	32	47	0	40	218
511	Rock Valley	91	114	0	0	47	252
506	Sauk Valley	202	180	33	85	0	500
531	Shawnee	74	56	0	57	0	187
510	South Suburban	59	0	288	245	0	592
533	Southeastern Illinois	195	29	42	0	20	286
522	Southwestern Illinois	316	119	1574	272	0	2,281
534	Spoon River	65	13	1	0	0	79
504	Triton	0	46	0	40	245	331
516	Waubonsee	442	63	0	154	118	777
	TOTALS	5,216	4,385	3,897	3,790	3,668	20,956
	Grand Total	198,675	198,675	198,675	198,675	198,675	198,675
	Percent Top Five of Grand Total	2.6%	2.2%	2.0%	1.9%	1.8%	10.5%

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

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

CIP	COURSE NAME	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
01.0000	Agriculture, General.	0	2	9	9	8	9	-1	-11.1%	8	--
01.0101	Agricultural Business and Management, General.	202	247	263	343	265	290	-78	-22.7%	63	31.2%
01.0102	Agribusiness/Agricultural Business Operations.	4	17	9	29	90	43	61	210.3%	86	2150.0%
01.0103	Agricultural Economics.	78	63	94	57	72	74	15	26.3%	-6	-7.7%
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling.	36	36	55	9	52	39	43	477.8%	16	44.4%
01.0106	Agricultural Business Technology/Technician.	0	9	0	0	0	0	0	--	0	--
01.0201	Agricultural Mechanization, General.	143	106	187	203	204	198	1	0.5%	61	42.7%
01.0205	Agricultural Mechanics and Equipment/Machine Technology/Technician.	0	0	0	0	20	7	20	--	20	--
01.0299	Agricultural Mechanization, Other.	0	0	0	1	0	0	-1	-100.0%	0	--
01.0301	Agricultural Production Operations, General.	198	195	193	223	220	212	-3	-1.3%	22	11.1%
01.0302	Animal/Livestock Husbandry and Production.	195	349	328	433	389	383	-44	-10.2%	194	99.5%
01.0303	Aquaculture.	23	11	16	11	6	11	-5	-45.5%	-17	-73.9%
01.0304	Crop Production.	95	145	145	176	229	183	53	30.1%	134	141.1%
01.0308	Agroecology and Sustainable Agriculture.	0	21	1	98	163	87	65	66.3%	163	--
01.0507	Equestrian/Equine Studies.	2	0	3	2	0	2	-2	-100.0%	-2	-100.0%
01.0601	Applied Horticulture/Horticulture Operations, General.	145	119	238	299	138	225	-161	-53.8%	-7	-4.8%
01.0603	Ornamental Horticulture.	301	362	323	515	589	476	74	14.4%	288	95.7%
01.0604	Greenhouse Operations and Management.	89	45	156	140	155	150	15	10.7%	66	74.2%
01.0605	Landscaping and Groundskeeping.	56	85	80	96	151	109	55	57.3%	95	169.6%
01.0606	Plant Nursery Operations and Management.	0	0	6	0	0	2	0	--	0	--
01.0607	Turf and Turfgrass Management.	0	16	4	26	2	11	-24	-92.3%	2	--
01.0901	Animal Sciences, General.	76	76	84	71	124	93	53	74.6%	48	63.2%
01.1101	Plant Sciences, General.	0	1	0	0	1	0	1	--	1	--
01.1102	Agronomy and Crop Science.	140	106	126	116	85	109	-31	-26.7%	-55	-39.3%
01.1103	Horticultural Science.	94	128	144	273	183	200	-90	-33.0%	89	94.7%
01.1201	Soil Science and Agronomy, General	3	8	36	85	87	69	2	2.4%	84	2800.0%
01.8301	Veterinary/Animal Health Technology/Technician and Veterinary Assistant. (Moved from 51.0808	62	81	100	96	59	85	-37	-38.5%	-3	-4.8%
01.9994	Career Exploration.	6	12	11	6	17	11	11	183.3%	11	183.3%
01.9996	Certification/Licensure Review.	17	0	10	0	0	3	0	--	-17	-100.0%
01.9997	Topics.	25	49	34	0	0	11	0	--	-25	-100.0%
01.9999	Agricultural/Animal/Plant/Veterinary Science and Related Fields, Other.	41	59	31	42	59	44	17	40.5%	18	43.9%
03.0511	Forest Technology/Technician.	0	0	0	5	0	2	-5	-100.0%	0	--
03.0601	Wildlife, Fish and Wildlands Science and Management.	13	0	0	5	0	2	-5	-100.0%	-13	-100.0%
04.0201	Architecture.	3	9	6	3	14	8	11	366.7%	11	366.7%
04.0901	Architectural Technology/Technician.	0	0	0	0	12	4	12	--	12	--
04.0902	Architectural and Building Sciences/Technology.	0	14	15	16	17	16	1	6.3%	17	--
05.0101	African Studies.	0	1	0	1	0	0	-1	-100.0%	0	--
05.0103	Asian Studies/Civilization.	0	4	0	0	0	0	0	--	0	--
05.0107	Latin American Studies.	2	21	9	14	24	16	10	71.4%	22	1100.0%
05.0108	Near and Middle Eastern Studies.	2	0	0	1	0	0	-1	-100.0%	-2	-100.0%
05.0127	Japanese Studies.	0	1	0	3	0	1	-3	-100.0%	0	--
05.0201	African-American/Black Studies.	227	240	391	462	541	465	79	17.1%	314	138.3%
05.0202	American Indian/Native American Studies.	0	0	1	1	0	1	-1	-100.0%	0	--
05.0207	Women's Studies.	5	1	1	1	0	1	-1	-100.0%	-5	-100.0%
05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other.	2	0	1	1	0	1	-1	-100.0%	-2	-100.0%
09.0100	Communication, General	1	1	0	1	3	1	2	200.0%	2	200.0%
09.0101	Speech Communication and Rhetoric.	436	397	423	419	448	430	29	6.9%	12	2.8%
09.0102	Mass Communication/Media Studies.	39	60	27	31	34	31	3	9.7%	-5	-12.8%
09.0401	Journalism.	75	119	195	178	224	199	46	25.8%	149	198.7%
09.0402	Broadcast Journalism.	2	0	0	1	0	0	-1	-100.0%	-2	-100.0%
09.0701	Radio and Television.	69	69	71	106	157	111	51	48.1%	88	127.5%
09.0702	Digital Communication and Media/Multimedia.	14	8	11	14	27	17	13	92.9%	13	92.9%
09.0799	Radio, Television, and Digital Communication, Other.	2	0	0	3	2	2	-1	-33.3%	0	0.0%
09.0902	Public Relations/Image Management.	1	0	0	0	0	0	0	--	-1	-100.0%

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

CIP	COURSE NAME	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
09.0903	Advertising.	3	1	12	10	1	8	-9	-90.0%	-2	-66.7%
09.9997	Topics.	0	0	0	0	33	11	33	--	33	--
09.9998	Internships.	0	0	0	0	5	2	5	--	5	--
10.0201	Photographic and Film/Video Technology/Technician.	123	139	149	149	189	162	40	26.8%	66	53.7%
10.0202	Radio and Television Broadcasting Technology/Technician.	0	0	1	12	7	7	-5	-41.7%	7	--
10.0203	Recording Arts Technology/Technician.	9	5	1	0	0	0	0	--	-9	-100.0%
10.0301	Graphic Communications, General.	5	3	26	20	23	23	3	15.0%	18	360.0%
10.0303	Prepress/Desktop Publishing and Digital Imaging Design.	327	379	393	517	610	507	93	18.0%	283	86.5%
10.0304	Animation, Interactive Technology, Video Graphics, and Special Effects.	201	270	252	257	267	259	10	3.9%	66	32.8%
10.0305	Graphic and Printing Equipment Operator, General Production.	56	4	4	3	12	6	9	300.0%	-44	-78.6%
10.0399	Graphic Communications, Other.	0	0	0	3	0	1	-3	-100.0%	0	--
10.9999	Communications Technologies/Technicians and Support Services, Other. (Designation for vocational communication course enrollees—1.2)	11	18	22	0	0	7	0	--	-11	-100.0%
11.0101	Computer and Information Sciences, General.	1,084	751	678	665	807	717	142	21.4%	-277	-25.6%
11.0103	Information Technology.	108	295	288	194	152	211	-42	-21.6%	44	40.7%
11.0201	Computer Programming/Programmer, General.	1,808	2,331	2,461	2,846	2941	2,749	95	3.3%	1,133	62.7%
11.0202	Computer Programming, Specific Applications.	50	106	143	116	84	114	-32	-27.6%	34	68.0%
11.0203	Computer Programming, Vendor/Product Certification.	58	0	0	0	0	0	0	--	-58	-100.0%
11.0299	Computer Programming, Other.	0	0	0	0	76	25	76	--	76	--
11.0301	Data Processing and Data Processing Technology/Technician.	20	20	52	19	61	44	42	221.1%	41	205.0%
11.0401	Information Science/Studies.	112	4	3	2	0	2	-2	-100.0%	-112	-100.0%
11.0501	Computer Systems Analysis/Analyst.	2	0	2	3	2	2	-1	-33.3%	0	0.0%
11.0601	Data Entry/Microcomputer Applications, General.	203	260	250	269	245	255	-24	-8.9%	42	20.7%
11.0602	Word Processing.	9	8	33	9	20	21	11	122.2%	11	122.2%
11.0701	Computer Science.	5	0	0	0	0	0	0	--	-5	-100.0%
11.0801	Web Page, Digital/Multimedia and Information Resources Design.	313	285	314	312	226	284	-86	-27.6%	-87	-27.8%
11.0802	Data Modeling/Warehousing and Database Administration.	9	10	6	10	30	15	20	200.0%	21	233.3%
11.0803	Computer Graphics.	66	89	90	74	55	73	-19	-25.7%	-11	-16.7%
11.0901	Computer Systems Networking and Telecommunications.	1,310	1,848	1,584	1,481	1583	1,549	102	6.9%	273	20.8%
11.1001	Network and System Administration/Administrator.	0	0	0	0	11	4	11	--	11	--
11.1003	Computer and Information Systems Security/Auditing/Information Assurance.	196	270	233	322	294	283	-28	-8.7%	98	50.0%
11.1004	Web/Multimedia Management and Webmaster.	19	17	9	0	0	3	0	--	-19	-100.0%
11.1006	Computer Support Specialist.	1	15	39	55	36	43	-19	-34.5%	35	3500.0%
11.1099	Computer/Information Technology Services Administration and Management, Other.	63	56	50	40	64	51	24	60.0%	1	1.6%
11.9997	Topics.	11	17	17	24	21	21	-3	-12.5%	10	90.9%
12.0401	Cosmetology/Cosmetologist, General.	516	639	1,017	1,271	1544	1,277	273	21.5%	1,028	199.2%
12.0402	Barbering/Barber.	0	60	136	186	281	201	95	51.1%	281	--
12.0409	Aesthetician/Esthetician and Skin Care Specialist.	88	125	179	198	168	182	-30	-15.2%	80	90.9%
12.0410	Nail Technician/Specialist and Manicurist.	4	2	5	3	5	4	2	66.7%	1	25.0%
12.0412	Salon/Beauty Salon Management/Manager.	189	237	372	400	469	414	69	17.3%	280	148.1%
12.0500	Cooking and Related Culinary Arts, General.	22	43	46	45	50	47	5	11.1%	28	127.3%
12.0501	Baking and Pastry Arts/Baker/Pastry Chef.	191	220	297	66	80	148	14	21.2%	-111	-58.1%
12.0503	Culinary Arts/Chef Training.	680	873	1,013	1,492	1179	1,228	-313	-21.0%	499	73.4%
12.0504	Restaurant, Culinary, and Catering Management/Manager.	1,397	1,648	2,069	2,227	2657	2,318	430	19.3%	1,260	90.2%
12.0505	Food Preparation/Professional Cooking/Kitchen Assistant.	224	120	133	124	97	118	-27	-21.8%	-127	-56.7%
12.0507	Food Service, Waiter/Waitress, and Dining Room Management/Manager.	11	14	0	0	2	1	2	--	-9	-81.8%
12.9994	Career Exploration.	7	20	10	6	4	7	-2	-33.3%	-3	-42.9%
12.9996	Certification/Licensure Review.	22	26	52	38	57	49	19	50.0%	35	159.1%
13.0101	Education, General.	154	215	397	421	437	418	16	3.8%	283	183.8%
13.0201	Bilingual and Multilingual Education.	3	0	4	2	11	6	9	450.0%	8	266.7%
13.0299	Bilingual, Multilingual, and Multicultural Education, Other.	44	33	28	45	40	38	-5	-11.1%	-4	-9.1%
13.0301	Curriculum and Instruction.	0	0	0	0	11	4	11	--	11	--
13.0501	Educational/Instructional Technology.	46	35	30	41	133	68	92	224.4%	87	189.1%
13.0901	Social and Philosophical Foundations of Education.	657	463	836	1,045	1258	1,046	213	20.4%	601	91.5%

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

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13.1001	Special Education and Teaching, General.	11	32	49	35	84	56	49	140.0%	73	663.6%
13.1202	Elementary Education and Teaching.	4	4	19	7	18	15	11	157.1%	14	350.0%
13.1210	Early Childhood Education and Teaching.	140	70	139	159	195	164	36	22.6%	55	39.3%
13.1301	Agricultural Teacher Education.	2	0	11	9	13	11	4	44.4%	11	550.0%
13.1307	Health Teacher Education.	305	340	444	600	785	610	185	30.8%	480	157.4%
13.1314	Physical Education Teaching and Coaching.	23	23	9	16	13	13	-3	-18.8%	-10	-43.5%
13.1501	Teacher Assistant/Aide.	12	15	21	12	4	12	-8	-66.7%	-8	-66.7%
13.9997	Topics.	19	450	14	15	13	14	-2	-13.3%	-6	-31.6%
13.9998	Internships.	36	65	139	152	184	158	32	21.1%	148	411.1%
14.0101	Engineering, General.	11	21	10	30	22	21	-8	-26.7%	11	100.0%
14.1101	Engineering Mechanics.	2	2	6	2	3	4	1	50.0%	1	50.0%
14.1201	Engineering Physics/Applied Physics.	21	26	39	44	21	35	-23	-52.3%	0	0.0%
14.4201	Mechatronics, Robotics, and Automation Engineering.	40	124	23	109	64	65	-45	-41.3%	24	60.0%
15.0000	Engineering Technologies/Technicians, General.	24	32	29	43	20	31	-23	-53.5%	-4	-16.7%
15.0101	Architectural Engineering Technologies/Technicians.	37	34	41	58	73	57	15	25.9%	36	97.3%
15.0201	Civil Engineering Technologies/Technicians.	66	42	51	63	38	51	-25	-39.7%	-28	-42.4%
15.0303	Electrical, Electronic, and Communications Engineering Technology/Technician.	299	515	447	450	607	501	157	34.9%	308	103.0%
15.0304	Laser and Optical Technology/Technician.	3	12	2	0	0	1	0	--	-3	-100.0%
15.0306	Integrated Circuit Design Technology/Technician.	0	13	11	0	11	7	11	--	11	--
15.0310	Telecommunication Electronics Technology (Cross to 15.0305 for IPEDS)	0	0	17	36	28	27	-8	-22.2%	28	--
15.0403	Electromechanical/Electromechanical Engineering Technology/Technician.	8	7	835	833	1082	917	249	29.9%	1,074	13425.0%
15.0404	Instrumentation Technology/Technician.	0	0	0	0	33	11	33	--	33	--
15.0405	Robotics Technology/Technician.	12	19	8	20	7	12	-13	-65.0%	-5	-41.7%
15.0406	Automation Engineer Technology/Technician.	174	204	240	259	194	231	-65	-25.1%	20	11.5%
15.0499	Electromechanical Technologies/Technicians, Other.	770	898	77	127	126	110	-1	-0.8%	-644	-83.6%
15.0508	Hazardous Materials Management and Waste Technology/Technician.	0	0	0	0	17	6	17	--	17	--
15.0612	Industrial Technology/Technician.	23	1	25	87	91	68	4	4.6%	68	295.7%
15.0613	Manufacturing Engineering Technology/Technician.	624	673	735	812	806	784	-6	-0.7%	182	29.2%
15.0614	Welding Engineering Technology/Technician.	1	17	27	45	21	31	-24	-53.3%	20	2000.0%
15.0701	Occupational Safety and Health Technology/Technician.	83	102	104	122	134	120	12	9.8%	51	61.4%
15.0702	Quality Control Technology/Technician.	82	45	44	31	49	41	18	58.1%	-33	-40.2%
15.0703	Industrial Safety Technology/Technician.	34	0	6	9	66	27	57	633.3%	32	94.1%
15.0805	Mechanical Engineering/Mechanical Technology/Technician.	0	0	12	0	0	4	0	--	0	--
15.1103	Hydraulics and Fluid Power Technology/Technician. (Includes existing programs in 2020 moved from 15.0410)	0	3	0	1	4	2	3	300.0%	4	--
15.1201	Computer Engineering Technology/Technician.	183	235	253	247	250	250	3	1.2%	67	36.6%
15.1202	Computer/Computer Systems Technology/Technician.	1	0	0	0	0	0	0	--	-1	-100.0%
15.1203	Computer Hardware Technology/Technician.	65	112	77	46	39	54	-7	-15.2%	-26	-40.0%
15.1301	Drafting and Design Technology/Technician, General.	1,023	986	1,419	1,584	1610	1,538	26	1.6%	587	57.4%
15.1302	CAD/CADD Drafting and/or Design Technology/Technician. (Includes existing programs in 2020 moved from 15.0810)	1,165	1,480	1,760	2,045	1918	1,908	-127	-6.2%	753	64.6%
15.1303	Architectural Drafting and Architectural CAD/CADD.	137	140	154	200	155	170	-45	-22.5%	18	13.1%
15.1305	Electrical/Electronics Drafting and Electrical/Electronics CAD/CADD.	0	0	0	0	1	0	1	--	1	--
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD.	88	104	110	141	124	125	-17	-12.1%	36	40.9%
15.1307	3-D Modeling and Design Technology/Technician.	0	0	0	1	40	14	39	3900.0%	40	--
15.1601	Nanotechnology.	59	0	0	0	0	0	0	--	-59	-100.0%
15.1701	Energy Systems Technology/Technician.	0	1	1	0	0	0	0	--	0	--
15.9994	Career Exploration	0	0	0	3	8	4	5	166.7%	8	--
15.9995	Supervised Independent Study.	0	0	75	0	0	25	0	--	0	--
15.9997	Topics.	35	44	41	58	67	55	9	15.5%	32	91.4%
15.9998	Internships.	0	1	0	0	0	0	0	--	0	--
15.9999	Engineering/Engineering-Related Technologies/Technicians, Other.	20	25	26	22	17	22	-5	-22.7%	-3	-15.0%
16.0101	Foreign Languages and Literatures, General.	0	0	0	0	3	1	3	--	3	--
16.0301	Chinese Language and Literature.	7	11	27	15	38	27	23	153.3%	31	442.9%

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

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16.0302	Japanese Language and Literature.	27	19	34	26	55	38	29	111.5%	28	103.7%
16.0501	German Language and Literature.	313	531	636	616	510	587	-106	-17.2%	197	62.9%
16.0901	French Language and Literature.	375	647	532	608	617	586	9	1.5%	242	64.5%
16.0902	Italian Language and Literature.	20	26	0	0	0	0	0	--	-20	-100.0%
16.0905	Spanish Language and Literature.	4,994	6,403	6,748	7,226	8025	7,333	799	11.1%	3,031	60.7%
16.0997	Topics.	186	0	0	0	0	0	0	--	-186	-100.0%
16.1101	Arabic Language and Literature.	49	43	46	68	71	62	3	4.4%	22	44.9%
16.1601	American Sign Language (ASL).	41	34	91	41	76	69	35	85.4%	35	85.4%
16.1603	Sign Language Interpretation and Translation.	35	41	38	24	25	29	1	4.2%	-10	-28.6%
16.9996	Certification/Licensure Review.	28	21	34	24	31	30	7	29.2%	3	10.7%
19.0101	Family and Consumer Sciences/Human Sciences, General.	1,450	2,006	1,855	1,949	2273	2,026	324	16.6%	823	56.8%
19.0401	Family Resource Management Studies, General.	1	0	1	0	2	1	2	--	1	100.0%
19.0402	Consumer Economics.	5	26	15	27	23	22	-4	-14.8%	18	360.0%
19.0501	Foods, Nutrition, and Wellness Studies, General.	73	91	109	79	101	96	22	27.8%	28	38.4%
19.0504	Human Nutrition.	121	162	168	127	153	149	26	20.5%	32	26.4%
19.0701	Human Development and Family Studies, General.	6	18	16	19	18	18	-1	-5.3%	12	200.0%
19.0706	Child Development. (Includes existing programs in 2020 moved from 20.0102)	11	10	16	19	163	66	144	757.9%	152	1381.8%
19.0708	Child Care and Support Services Management.	1	0	0	0	27	9	27	--	26	2600.0%
19.0709	Child Care Provider/Assistant.	760	801	828	1,253	1126	1,069	-127	-10.1%	366	48.2%
19.0711	Early Childhood and Family Studies.	0	0	0	0	44	15	44	--	44	--
19.0901	Apparel and Textiles, General. (Includes existing programs in 2020 moved from 20.0103)	20	62	37	0	0	12	0	--	-20	-100.0%
19.0902	Apparel and Textile Manufacture.	13	8	13	12	5	10	-7	-58.3%	-8	-61.5%
19.9997	Topics.	34	32	16	33	30	26	-3	-9.1%	-4	-11.8%
19.9999	Family and Consumer Sciences/Human Sciences, Other.	0	22	24	16	12	17	-4	-25.0%	12	--
22.0302	Legal Assistant/Paralegal.	3	0	1	2	1	1	-1	-50.0%	-2	-66.7%
23.0101	English Language and Literature, General.	392	356	469	585	1008	687	423	72.3%	616	157.1%
23.1301	Writing, General.	21,259	22,122	26,363	30,125	34663	30,384	4,538	15.1%	13,404	63.1%
23.1302	Creative Writing.	70	46	66	83	127	92	44	53.0%	57	81.4%
23.1303	Professional, Technical, Business, and Scientific Writing.	169	122	140	146	114	133	-32	-21.9%	-55	-32.5%
23.1304	Rhetoric and Composition.	5,537	5,553	5,805	6,568	7833	6,735	1,265	19.3%	2,296	41.5%
23.1401	General Literature.	6	0	0	0	2	1	2	--	-4	-66.7%
23.1402	American Literature (United States).	808	834	1,091	1,236	1439	1,255	203	16.4%	631	78.1%
23.1404	English Literature (British and Commonwealth).	154	295	104	157	221	161	64	40.8%	67	43.5%
23.1405	Children's and Adolescent Literature.	0	1	0	3	3	2	0	0.0%	3	--
23.9997	Topics.	28	0	0	4	7	4	3	75.0%	-21	-75.0%
24.0101	Liberal Arts and Sciences/Liberal Studies.	9	7	28	32	28	29	-4	-12.5%	19	211.1%
24.0102	General Studies.	1,834	1,955	1,868	1,918	1804	1,863	-114	-5.9%	-30	-1.6%
24.0103	Humanities/Humanistic Studies.	408	498	443	576	519	513	-57	-9.9%	111	27.2%
24.0105	Orientation Courses (Cross to 24.0199 for IPEDS)	432	282	319	429	362	370	-67	-15.6%	-70	-16.2%
24.0197	Special Topics.	0	2	1	0	0	0	0	--	0	--
24.0198	Internships.	50	60	46	45	83	58	38	84.4%	33	66.0%
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other.	112	41	39	11	16	22	5	45.5%	-96	-85.7%
24.9997	Topics.	17	6	6	19	13	13	-6	-31.6%	-4	-23.5%
26.0101	Biology/Biological Sciences, General. (Includes existing programs in 2020 moved from 26.0699)	2,947	3,441	3,220	3,555	3866	3,547	311	8.7%	919	31.2%
26.0102	Biomedical Sciences, General.	0	0	0	0	33	11	33	--	33	--
26.0301	Botany/Plant Biology.	3	10	30	3	33	22	30	1000.0%	30	1000.0%
26.0403	Anatomy.	1,623	1,505	1,591	1,868	2096	1,852	228	12.2%	473	29.1%
26.0406	Cell/Cellular and Molecular Biology.	8	3	6	3	2	4	-1	-33.3%	-6	-75.0%
26.0502	Microbiology, General.	40	46	35	62	64	54	2	3.2%	24	60.0%
26.0701	Zoology/Animal Biology.	62	34	45	58	66	56	8	13.8%	4	6.5%
26.0801	Genetics, General.	55	47	73	59	50	61	-9	-15.3%	-5	-9.1%
26.1001	Pharmacology.	25	19	22	25	35	27	10	40.0%	10	40.0%
26.1301	Ecology.	89	233	270	361	192	274	-169	-46.8%	103	115.7%

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

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26.1302	Marine Biology and Biological Oceanography.	0	1	0	1	0	0	-1	-100.0%	0	--
26.1303	Evolutionary Biology.	0	0	1	0	0	0	0	--	0	--
26.1305	Environmental Biology.	389	446	465	587	716	589	129	22.0%	327	84.1%
27.0101	Mathematics, General.	8,643	8,267	8,706	8,743	9239	8,896	496	5.7%	596	6.9%
27.0103	Analysis and Functional Analysis.	52	56	57	47	65	56	18	38.3%	13	25.0%
27.0301	Applied Mathematics, General.	1,931	2,234	2,444	2,770	2947	2,720	177	6.4%	1,016	52.6%
27.0304	Computational and Applied Mathematics.	0	3	0	2	4	2	2	100.0%	4	--
27.0501	Statistics, General.	3,214	3,648	4,282	4,998	5146	4,809	148	3.0%	1,932	60.1%
27.0503	Mathematics and Statistics.	0	0	0	2	0	1	-2	-100.0%	0	--
30.0101	Biological and Physical Sciences.	76	72	40	47	65	51	18	38.3%	-11	-14.5%
30.0197	Topics.	19	12	0	0	0	0	0	--	-19	-100.0%
30.7099	Data Science, Other.	0	0	0	0	10	3	10	--	10	--
30.1101	Gerontology.	0	0	3	0	0	1	0	--	0	--
30.3301	Sustainability Studies.	14	0	0	0	0	0	0	--	-14	-100.0%
30.9996	Certification/Licensure Review	0	0	0	15	0	5	-15	-100.0%	0	--
31.0101	Parks, Recreation and Leisure Studies.	2	1	2	1	1	1	0	0.0%	-1	-50.0%
31.0301	Parks, Recreation, and Leisure Facilities Management, General.	2	0	0	0	0	0	0	--	-2	-100.0%
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General.	2,999	3,761	4,874	5,489	3899	4,754	-1,590	-29.0%	900	30.0%
31.0504	Sport and Fitness Administration/Management.	56	3	3	21	22	15	1	4.8%	-34	-60.7%
32.0107	Career Exploration/Awareness Skills.	112	215	275	277	375	309	98	35.4%	263	234.8%
36.0202	Aircraft Pilot (Private) (Moved from 36.0119)	12	16	18	27	31	25	4	14.8%	19	158.3%
38.0101	Philosophy.	197	237	208	225	182	205	-43	-19.1%	-15	-7.6%
38.0102	Logic.	77	94	107	100	100	102	0	0.0%	23	29.9%
38.0103	Ethics.	209	245	298	370	352	340	-18	-4.9%	143	68.4%
38.0201	Religion/Religious Studies.	237	232	230	289	243	254	-46	-15.9%	6	2.5%
40.0101	Physical Sciences, General.	64	56	74	54	40	56	-14	-25.9%	-24	-37.5%
40.0201	Astronomy.	152	180	164	227	237	209	10	4.4%	85	55.9%
40.0401	Atmospheric Sciences and Meteorology, General.	69	56	68	68	42	59	-26	-38.2%	-27	-39.1%
40.0499	Atmospheric Sciences and Meteorology, Other.	1	0	0	26	36	21	10	38.5%	35	3500.0%
40.0501	Chemistry, General.	832	969	1,088	1,197	1430	1,238	233	19.5%	598	71.9%
40.0503	Inorganic Chemistry.	147	134	169	141	71	127	-70	-49.6%	-76	-51.7%
40.0504	Organic Chemistry.	54	43	26	44	35	35	-9	-20.5%	-19	-35.2%
40.0599	Chemistry, Other.	9	23	14	37	36	29	-1	-2.7%	27	300.0%
40.0601	Geology/Earth Science, General.	644	724	718	883	822	808	-61	-6.9%	178	27.6%
40.0603	Geophysics and Seismology.	6	9	12	7	16	12	9	128.6%	10	166.7%
40.0607	Oceanography, Chemical and Physical.	5	38	3	6	5	5	-1	-16.7%	0	0.0%
40.0699	Geological and Earth Sciences/Geosciences, Other.	0	0	0	1	0	0	-1	-100.0%	0	--
40.0801	Physics, General.	299	169	188	191	171	183	-20	-10.5%	-128	-42.8%
40.9996	Certification/Licensure Review.	0	0	2	74	56	44	-18	-24.3%	56	--
42.0101	Psychology, General.	3,547	3,806	4,336	4,680	5046	4,687	366	7.8%	1,499	42.3%
42.2701	Cognitive Psychology and Psycholinguistics.	2	33	0	0	0	0	0	--	-2	-100.0%
42.2703	Developmental and Child Psychology.	553	570	593	853	838	761	-15	-1.8%	285	51.5%
42.2707	Social Psychology.	105	88	90	141	123	118	-18	-12.8%	18	17.1%
42.2804	Industrial and Organizational Psychology.	0	3	3	2	1	2	-1	-50.0%	1	--
42.2806	Educational Psychology.	19	11	7	9	28	15	19	211.1%	9	47.4%
42.9996	Certification/Licensure Review.	0	1	1	3	0	1	-3	-100.0%	0	--
43.0102	Corrections.	182	86	196	127	203	175	76	59.8%	21	11.5%
43.0103	Criminal Justice/Law Enforcement Administration.	346	436	305	429	460	398	31	7.2%	114	32.9%
43.0104	Criminal Justice/Safety Studies.	181	224	241	199	262	234	63	31.7%	81	44.8%
43.0107	Criminal Justice/Police Science.	1,235	1,380	1,314	1,439	1399	1,384	-40	-2.8%	164	13.3%
43.0109	Security and Loss Prevention Services.	12	0	0	0	0	0	0	--	-12	-100.0%
43.0114	Law Enforcement Investigation and Interviewing.	3	0	4	0	1	2	1	--	-2	-66.7%
43.0199	Corrections and Criminal Justice, Other.	56	7	66	10	71	49	61	610.0%	15	26.8%
43.0201	Fire Prevention and Safety Technology/Technician.	137	153	158	157	178	164	21	13.4%	41	29.9%

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

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43.0202	Fire Services Administration.	10	12	34	21	39	31	18	85.7%	29	290.0%
43.0203	Fire Science/Fire-fighting.	390	403	435	440	546	474	106	24.1%	156	40.0%
43.0204	Fire Systems Technology.	9	10	9	13	11	11	-2	-15.4%	2	22.2%
43.0301	Homeland Security.	0	28	21	26	7	18	-19	-73.1%	7	--
43.0304	Terrorism and Counterterrorism Operations.	0	0	0	0	1	0	1	--	1	--
43.0403	Cyber/Computer Forensics and Counterterrorism (Moved from 43.0116)	14	9	14	9	10	11	1	11.1%	-4	-28.6%
43.0406	Forensic Science and Technology. (Moved from 43.0106)	126	171	182	134	113	143	-21	-15.7%	-13	-10.3%
43.9994	Career Exploration.	19	16	43	31	68	47	37	119.4%	49	257.9%
43.9996	Certification/Licensure Review	0	0	0	8	4	4	-4	-50.0%	4	--
43.9997	Topics.	7	7	15	0	0	5	0	--	-7	-100.0%
43.9998	Internship.	9	8	28	16	27	24	11	68.8%	18	200.0%
44.0701	Social Work.	54	107	151	142	190	161	48	33.8%	136	251.9%
44.9998	Internships	0	0	0	1	0	0	-1	-100.0%	0	--
45.0101	Social Sciences, General.	22	32	47	24	4	25	-20	-83.3%	-18	-81.8%
45.0201	Anthropology, General.	92	66	83	148	88	106	-60	-40.5%	-4	-4.3%
45.0301	Archeology.	1	2	0	1	24	8	23	2300.0%	23	2300.0%
45.0401	Criminology.	113	74	142	91	153	129	62	68.1%	40	35.4%
45.0501	Demography and Population Studies.	1	0	2	2	0	1	-2	-100.0%	-1	-100.0%
45.0601	Economics, General.	631	666	758	865	796	806	-69	-8.0%	165	26.1%
45.0701	Geography.	125	93	83	164	130	126	-34	-20.7%	5	4.0%
45.0901	International Relations and Affairs.	69	80	88	86	70	81	-16	-18.6%	1	1.4%
45.1001	Political Science and Government, General.	1,483	1,479	1,604	1,959	2016	1,860	57	2.9%	533	35.9%
45.1101	Sociology, General.	1,381	1,616	1,816	1,753	1720	1,763	-33	-1.9%	339	24.5%
45.1103	Rural Sociology.	0	0	0	0	8	3	8	--	8	--
45.9997	Topics.	0	4	1	0	0	0	0	--	0	--
46.0000	Construction Trades, General.	25	39	33	14	44	30	30	214.3%	19	76.0%
46.0201	Carpentry/Carpenter.	671	985	808	754	982	848	228	30.2%	311	46.3%
46.0299	Carpenter/Construction, Other.	16	36	61	56	89	69	33	58.9%	73	456.3%
46.0302	Electrician.	33	37	55	23	58	45	35	152.2%	25	75.8%
46.0401	Building/Property Maintenance.	0	0	0	0	18	6	18	--	18	--
46.0403	Building/Home/Construction Inspection/Inspector.	27	30	28	33	41	34	8	24.2%	14	51.9%
46.0415	Building Construction Technology/Technician.	1	78	65	75	63	68	-12	-16.0%	62	6200.0%
47.0103	Communications Systems Installation and Repair Technology/Technician.	13	12	0	0	0	0	0	--	-13	-100.0%
47.0104	Computer Installation and Repair Technology/Technician.	280	503	364	376	317	352	-59	-15.7%	37	13.2%
47.0105	Industrial Electronics Technology/Technician.	44	25	39	53	56	49	3	5.7%	12	27.3%
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration MaintenanceTechnology/Technician.	62	77	111	157	203	157	46	29.3%	141	227.4%
47.0303	Industrial Mechanics and Maintenance Technology/Technician.	23	9	50	7	31	29	24	342.9%	8	34.8%
47.0603	Autobody/Collision and Repair Technology/Technician.	77	82	121	93	123	112	30	32.3%	46	59.7%
47.0604	Automobile/Automotive Mechanics Technology/Technician.	1,699	2,204	2,588	3,259	3668	3,172	409	12.5%	1,969	115.9%
47.0605	Diesel Mechanics Technology/Technician.	36	47	115	101	115	110	14	13.9%	79	219.4%
47.0606	Small Engine Mechanics and Repair Technology/Technician.	22	31	127	125	138	130	13	10.4%	116	527.3%
47.0609	Avionics Maintenance Technology/Technician.	0	0	0	28	29	19	1	3.6%	29	--
47.0611	Motorcycle Maintenance and Repair Technology/Technician.	6	4	7	25	13	15	-12	-48.0%	7	116.7%
47.0614	Alternative Fuel Vehicle Technology/Technician.	0	3	2	1	3	2	2	200.0%	3	--
47.9996	Certification/Licensure Review.	3	9	9	7	0	5	-7	-100.0%	-3	-100.0%
47.9997	Topics.	6	1	16	0	13	10	13	--	7	116.7%
47.9998	Internship.	0	5	0	0	0	0	0	--	0	--
47.9999	Mechanic and Repair Technologies/Technicians, Other.	27	28	37	54	58	50	4	7.4%	31	114.8%
48.0000	Precision Production Trades, General.	0	0	14	12	16	14	4	33.3%	16	--
48.0501	Machine Tool Technology/Machinist.	83	86	104	108	142	118	34	31.5%	59	71.1%
48.0503	Machine Shop Technology/Assistant.	641	733	687	733	798	739	65	8.9%	157	24.5%
48.0506	Sheet Metal Technology/Sheetworking.	64	60	77	46	62	62	16	34.8%	-2	-3.1%
48.0508	Welding Technology/Welder. (Includes existing programs in 2020 moved from 15.0610)	2,381	3,198	4,263	4,721	5216	4,733	495	10.5%	2,835	119.1%
48.0510	Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.	37	64	163	163	173	166	10	6.1%	136	367.6%

Illinois Community College Board
Table B-13
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48.0599	Precision Metal Working, Other.	19	29	22	31	24	26	-7	-22.6%	5	26.3%
48.9995	Supervised Independent Study.	9	6	0	0	0	0	0	--	-9	-100.0%
48.9997	Topics.	12	15	18	44	42	35	-2	-4.5%	30	250.0%
49.0102	Airline/Commercial/Professional Pilot and Flight Crew.	10	9	9	14	2	8	-12	-85.7%	-8	-80.0%
49.0199	Air Transportation, Other.	0	0	51	17	20	29	3	17.6%	20	--
49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor.	0	0	4	9	43	19	34	377.8%	43	--
50.0101	Visual and Performing Arts, General.	34	23	32	23	30	28	7	30.4%	-4	-11.8%
50.0201	Crafts/Craft Design, Folk Art and Artisanry.	19	14	20	22	10	17	-12	-54.5%	-9	-47.4%
50.0301	Dance, General.	8	0	12	13	29	18	16	123.1%	21	262.5%
50.0302	Ballet.	9	0	13	14	31	19	17	121.4%	22	244.4%
50.0401	Design and Visual Communications, General.	386	570	578	773	629	660	-144	-18.6%	243	63.0%
50.0402	Commercial and Advertising Art.	0	0	0	0	9	3	9	--	9	--
50.0406	Commercial Photography.	725	634	594	485	799	626	314	64.7%	74	10.2%
50.0407	Fashion/Apparel Design.	0	0	0	111	163	91	52	46.8%	163	--
50.0408	Interior Design.	14	48	96	78	38	71	-40	-51.3%	24	171.4%
50.0409	Graphic Design.	0	97	109	116	198	141	82	70.7%	198	--
50.0501	Drama and Dramatics/Theatre Arts, General.	146	107	192	128	130	150	2	1.6%	-16	-11.0%
50.0502	Technical Theatre/Theatre Design and Technology	0	1	0	0	0	0	0	--	0	--
50.0504	Playwriting and Screenwriting.	0	0	0	0	7	2	7	--	7	--
50.0505	Theatre Literature, History and Criticism.	1	0	1	53	74	43	21	39.6%	73	7300.0%
50.0506	Acting.	95	41	11	63	48	41	-15	-23.8%	-47	-49.5%
50.0599	Dramatic/Theatre Arts and Stagecraft, Other.	17	13	10	14	18	14	4	28.6%	1	5.9%
50.0601	Film/Cinema/Media Studies.	31	38	63	42	52	52	10	23.8%	21	67.7%
50.0602	Cinematography and Film/Video Production.	160	113	174	175	247	199	72	41.1%	87	54.4%
50.0605	Photography.	90	186	287	344	258	296	-86	-25.0%	168	186.7%
50.0701	Art/Art Studies, General.	504	608	642	770	666	693	-104	-13.5%	162	32.1%
50.0702	Fine/Studio Arts, General.	0	0	3	0	2	2	2	--	2	--
50.0703	Art History, Criticism and Conservation.	180	181	177	237	224	213	-13	-5.5%	44	24.4%
50.0705	Drawing.	105	75	92	65	123	93	58	89.2%	18	17.1%
50.0708	Painting.	2	6	10	3	1	5	-2	-66.7%	-1	-50.0%
50.0709	Sculpture.	0	0	0	1	1	1	0	0.0%	1	--
50.0710	Printmaking.	0	0	49	48	21	39	-27	-56.3%	21	--
50.0711	Ceramic Arts and Ceramics.	39	34	39	41	46	42	5	12.2%	7	17.9%
50.0713	Jewelry Arts.	0	1	0	4	0	1	-4	-100.0%	0	--
50.0901	Music, General	10	0	0	21	22	14	1	4.8%	12	120.0%
50.0902	Music History, Literature, and Theory.	1,197	1,085	1,159	1,168	1170	1,166	2	0.2%	-27	-2.3%
50.0903	Music Performance, General.	335	399	450	516	529	498	13	2.5%	194	57.9%
50.0904	Music Theory and Composition.	74	186	184	446	86	239	-360	-80.7%	12	16.2%
50.0910	Jazz/Jazz Studies.	0	0	10	0	0	3	0	--	0	--
50.0913	Music Technology.	0	1	0	1	0	0	-1	-100.0%	0	--
50.9996	Certification/Licensure Review.	0	0	0	2	2	1	0	0.0%	2	--
50.9997	Topics.	9	8	15	9	9	11	0	0.0%	0	0.0%
51.0000	Health Services/Allied Health/Health Sciences, General.	1,515	2,121	1,946	1,986	2417	2,116	431	21.7%	902	59.5%
51.0705	Medical Office Management/Administration.	1	0	1	0	9	3	9	--	8	800.0%
51.0706	Health Information/Medical Records Administration/Administrator.	0	0	0	0	1	0	1	--	1	--
51.0707	Health Information/Medical Records Technology/Technician.	345	239	307	600	776	561	176	29.3%	431	124.9%
51.0708	Medical Transcription/Transcriptionist.	205	159	121	109	123	118	14	12.8%	-82	-40.0%
51.0710	Medical Office Assistant/Specialist.	2,807	2,777	2,886	3,354	3790	3,343	436	13.0%	983	35.0%
51.0714	Medical Insurance Specialist/Medical Biller.	0	0	1	7	0	3	-7	-100.0%	0	--
51.0801	Medical/Clinical Assistant.	81	79	88	75	126	96	51	68.0%	45	55.6%
51.0805	Pharmacy Technician/Assistant.	1	0	3	5	14	7	9	180.0%	13	1300.0%
51.0810	Emergency Care Attendant (EMT Ambulance).	1	0	1	1	2	1	1	100.0%	1	100.0%
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	352	398	428	473	583	495	110	23.3%	231	65.6%
51.0907	Medical Radiologic Technology/Science - Radiation Therapist.	0	0	1	1	1	1	0	0.0%	1	--

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

CIP	COURSE NAME	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
51.0909	Surgical Technology/Technologist.	0	0	0	0	1	0	1	--	1	--
51.0913	Athletic Training/Trainer.	3	0	1	0	1	1	1	--	-2	-66.7%
51.1004	Clinical/Medical Laboratory Technician.	25	7	20	31	18	23	-13	-41.9%	-7	-28.0%
51.1009	Phlebotomy Technician/Phlebotomist.	2	0	0	0	0	0	0	--	-2	-100.0%
51.1012	Sterile Processing Technology/Technician.	0	0	26	168	150	115	-18	-10.7%	150	--
51.1504	Community Health Services/Liaison/Counseling.	0	0	0	0	220	73	220	--	220	--
51.1508	Mental Health Counseling/Counselor.	0	0	1	0	0	0	0	--	0	--
51.2201	Public Health, General.	57	69	43	54	30	42	-24	-44.4%	-27	-47.4%
51.2208	Community Health and Preventive Medicine.	0	0	0	0	11	4	11	--	11	--
51.3104	Dietitian Assistant.	11	3	3	15	59	26	44	293.3%	48	436.4%
51.3501	Massage Therapy/Therapeutic Massage.	11	9	11	10	13	11	3	30.0%	2	18.2%
51.3801	Registered Nursing/Registered Nurse.	0	0	0	0	3	1	3	--	3	--
51.3901	Licensed Practical/Vocational Nurse Training.	46	17	55	52	72	60	20	38.5%	26	56.5%
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide. (Includes existing programs in 2020 moved from 51.1620)	2,695	3,151	3,390	3,943	4385	3,906	442	11.2%	1,690	62.7%
51.9994	Career Exploration.	384	485	395	522	641	519	119	22.8%	257	66.9%
51.9996	Certification/Licensure Review.	0	0	1	0	0	0	0	--	0	--
51.9997	Topics.	23	26	33	19	26	26	7	36.8%	3	13.0%
51.9998	Internships.	16	5	9	5	0	5	-5	-100.0%	-16	-100.0%
51.9999	Health Professions and Related Clinical Sciences, Other.	338	346	319	333	506	386	173	52.0%	168	49.7%
52.0101	Business/Commerce, General.	1,820	1,867	2,112	2,441	3129	2,561	688	28.2%	1,309	71.9%
52.0201	Business Administration and Management, General.	147	196	185	154	251	197	97	63.0%	104	70.7%
52.0203	Logistics, Materials, and Supply Chain Management	1	0	0	0	49	16	49	--	48	4800.0%
52.0204	Office Management and Supervision.	0	0	0	0	1	0	1	--	1	--
52.0301	Accounting.	312	367	684	612	681	659	69	11.3%	369	118.3%
52.0302	Accounting Technology/Technician and Bookkeeping.	650	915	988	850	927	922	77	9.1%	277	42.6%
52.0401	Administrative Assistant and Secretarial Science, General.	1,168	1,252	1,315	1,255	1351	1,307	96	7.6%	183	15.7%
52.0407	Business/Office Automation/Technology/Data Entry.	2,178	2,444	2,729	3,009	2964	2,901	-45	-1.5%	786	36.1%
52.0408	General Office Occupations and Clerical Services.	1,154	1,270	1,307	1,080	818	1,068	-262	-24.3%	-336	-29.1%
52.0411	Customer Service Support/Call Center/Teleservice Operation.	49	86	114	135	149	133	14	10.4%	100	204.1%
52.0701	Entrepreneurship/Entrepreneurial Studies.	1,622	2,660	3,001	3,449	3897	3,449	448	13.0%	2,275	140.3%
52.0703	Small Business Administration/Management.	479	472	654	730	766	717	36	4.9%	287	59.9%
52.0801	Finance, General.	14	11	61	45	67	58	22	48.9%	53	378.6%
52.0803	Banking and Financial Support Services.	151	299	353	571	808	577	237	41.5%	657	435.1%
52.0807	Investments and Securities.	26	19	16	17	105	46	88	517.6%	79	303.8%
52.0903	Tourism and Travel Services Management.	11	11	13	4	10	9	6	150.0%	-1	-9.1%
52.0904	Hotel/Motel Administration/Management.	30	44	42	47	29	39	-18	-38.3%	-1	-3.3%
52.1001	Human Resources Management/Personnel Administration, General.	76	129	82	241	279	201	38	15.8%	203	267.1%
52.1003	Organizational Behavior Studies.	23	31	30	64	73	56	9	14.1%	50	217.4%
52.1101	International Business/Trade/Commerce.	0	0	4	1	1	2	0	0.0%	1	--
52.1401	Marketing/Marketing Management, General.	740	777	923	890	666	826	-224	-25.2%	-74	-10.0%
52.1402	Marketing Research.	24	269	207	259	663	376	404	156.0%	639	2662.5%
52.1404	Digital Marketing.	0	0	2	54	42	33	-12	-22.2%	42	--
52.1803	Retailing and Retail Operations.	0	0	1	0	0	0	0	--	0	--
52.1804	Selling Skills and Sales Operations.	62	54	62	23	18	34	-5	-21.7%	-44	-71.0%
52.1902	Fashion Merchandising.	140	157	157	177	122	152	-55	-31.1%	-18	-12.9%
52.1905	Tourism and Travel Services Marketing Operations.	4	10	12	22	0	11	-22	-100.0%	-4	-100.0%
52.1908	Business and Personal/Financial Services Marketing Operations.	0	0	0	22	24	15	2	9.1%	24	--
52.2001	Construction Management, General	4	4	3	23	0	9	-23	-100.0%	-4	-100.0%
52.2001	Construction Management, General.	0	0	0	0	23	8	23	--	23	--
52.9994	Career Exploration.	218	426	314	302	386	334	84	27.8%	168	77.1%
52.9997	Topics.	52	70	0	0	0	0	0	--	-52	-100.0%
52.9998	Internships.	33	41	28	31	50	36	19	61.3%	17	51.5%

Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2021-2025

CIP	COURSE NAME	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
52.9999	Business, Management, Marketing, and Related Support Services, Other.	0	1	11	32	20	21	-12	-37.5%	20	--
54.0101	History, General.	938	807	985	997	972	985	-25	-2.5%	34	3.6%
54.0102	American History (United States).	4,138	4,384	5,554	6,340	7414	6,436	1,074	16.9%	3,276	79.2%
54.0106	Asian History.	41	121	59	30	77	55	47	156.7%	36	87.8%
54.0196	World History.	8	3	18	8	0	9	-8	-100.0%	-8	-100.0%
54.9996	Certification/Licensure Review.	24	48	200	245	192	212	-53	-21.6%	168	700.0%
	TOTALS	130,943	146,391	163,283	182,093	198,675	181,350	16,582	9.1%	67,732	51.7%
	Pure										
	Minimum	0	0	0	0	0	0	-1,590	-100.0%	-644	-100.0%
	Maximum	21,259	22,122	26,363	30,125	34,663	30,384	4,538	3900.0%	13,404	13425.0%
	Median	23	26	31	31	42	36	2	4.9%	13	38.8%
	Standard Deviation	1,258	1,333	1,544	1,740	1,965	1,748	265	266.0%	748	1020.2%
	Average	303	339	378	422	460	420	38	42.6%	157	224.1%

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

Illinois Community College Board
Table B-14
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 2-DIGIT CIP
FOR FISCAL YEARS 2021-2025

CIP	COURSE NAME	2021	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
01.	Agriculture, Agriculture Operations, and Related Sciences	2,031	2,348	2,686	3,359	3,368	3,138	9	0.3%	1,337	65.8%
03.	Natural Resources and Conservation	13	0	0	10	0	3	-10	-100.0%	-13	-100.0%
04.	Architecture and Related Services	3	23	21	19	43	28	24	126.3%	40	1333.3%
05.	Area, Ethnic, Cultural, Gender, and Group Studies	238	268	403	484	565	484	81	16.7%	327	137.4%
09.	Communication, Journalism and Related Programs	642	655	739	763	934	812	171	22.4%	292	45.5%
10.	Communications, Technologies/Technicians and Support Services	732	818	848	961	1,108	972	147	15.3%	376	51.4%
11.	Computer and Information Sciences and Support Services	5,447	6,382	6,252	6,441	6,708	6,467	267	4.1%	1,261	23.2%
12.	Personal and Culinary Services	3,351	4,027	5,329	6,056	6,593	5,993	537	8.9%	3,242	96.7%
13.	Education	1,456	1,745	2,140	2,559	3,199	2,633	640	25.0%	1,743	119.7%
14.	Engineering	74	173	78	185	110	124	-75	-40.5%	36	48.6%
15.	Engineering Technologies and Engineering-Related Fields	5,016	5,745	6,627	7,343	7,636	7,202	293	4.0%	2,620	52.2%
16.	Foreign Languages, Literatures, and Linguistics	6,075	7,776	8,186	8,648	9,451	8,762	803	9.3%	3,376	55.6%
19.	Family and Consumer Sciences/Human Sciences	2,495	3,238	3,098	3,534	3,977	3,536	443	12.5%	1,482	59.4%
22.	Legal Professions and Studies	3	0	1	2	1	1	-1	-50.0%	-2	-66.7%
23.	English Language and Literature/Letters	28,423	29,329	34,038	38,907	45,417	39,454	6,510	16.7%	16,994	59.8%
24.	Liberal Arts and Sciences, General Studies and Humanities	2,862	2,851	2,750	3,030	2,825	2,868	-205	-6.8%	-37	-1.3%
26.	Biological and Biomedical Sciences	5,241	5,785	5,758	6,582	7,153	6,498	571	8.7%	1,912	36.5%
27.	Mathematics and Statistics	13,840	14,208	15,489	16,562	17,401	16,484	839	5.1%	3,561	25.7%
30.	Multi/Interdisciplinary Studies	109	84	43	62	75	60	13	21.0%	-34	-31.2%
31.	Parks, Recreation, Leisure and Fitness Studies	3,059	3,765	4,879	5,511	3,922	4,771	-1,589	-28.8%	863	28.2%
32.	Basic Skils and Developmental/Remedial Education	112	215	275	277	375	309	98	35.4%	263	234.8%
36.	Leisure and Recreational Activities	12	16	18	27	31	25	4	14.8%	19	158.3%
38.	Philosophy and Religious Studies	720	808	843	984	877	901	-107	-10.9%	157	21.8%
40.	Physical Sciences	2,282	2,401	2,526	2,956	2,997	2,826	41	1.4%	715	31.3%
42.	Psychology	4,226	4,512	5,030	5,688	6,036	5,585	348	6.1%	1,810	42.8%
43.	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	2,736	2,950	3,065	3,059	3,400	3,175	341	11.1%	664	24.3%
44.	Public Administration and Social Services Professions	54	107	151	143	190	161	47	32.9%	136	251.9%
45.	Social Sciences	3,918	4,112	4,624	5,093	5,009	4,909	-84	-1.6%	1,091	27.8%
46.	Construction Trades	773	1,205	1,050	955	1,295	1,100	340	35.6%	522	67.5%
47.	Mechanics and Repair Technologies/Technicians	2,298	3,040	3,586	4,286	4,767	4,213	481	11.2%	2,469	107.4%
48.	Precision Production	3,246	4,191	5,348	5,858	6,473	5,893	615	10.5%	3,227	99.4%
49.	Transportation and Materials Moving	10	9	64	40	65	56	25	62.5%	55	550.0%
50.	Visual and Performing Arts	4,190	4,469	5,022	5,786	5,672	5,493	-114	-2.0%	1,482	35.4%
51.	Health Professions and Related Programs	8,919	9,891	10,090	11,763	13,978	11,944	2,215	18.8%	5,059	56.7%
52.	Business Management, Marketing, and Related Supportive Services	11,188	13,882	15,410	16,540	18,369	16,773	1,829	11.1%	7,181	64.2%
54.	History	5,149	5,363	6,816	7,620	8,655	7,697	1,035	13.6%	3,506	68.1%
	TOTALS	130,943	146,391	163,283	182,093	198,675	181,350	16,582	9.1%	67,732	51.7%
	Pure										
	Minimum	3	0	0	2	0	1	-1,589	-100.0%	-37	-100.0%
	Maximum	28,423	29,329	34,038	38,907	45,417	39,454	6,510	126.3%	16,994	1333.3%
	Median	2,397	2,901	2,908	3,209	3,384	3,156	159	10.8%	977	53.9%
	Standard Deviation	5,335	5,640	6,415	7,218	8,296	7,303	1,200	33.7%	3,071	235.1%
	Average	3,637	4,066	4,536	5,058	5,519	5,038	461	8.9%	1,881	107.8%

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

Illinois Community College Board
Table B-15
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY CAREER CLUSTER
FOR FISCAL YEARS 2021-2025

Career Clusters Code	Title	2021*	2022	2023	2024	2025	FY 2023-2025 3-Year Average Number	FY 2024-2025 1-Year Difference Number	FY 2024-2025 1-Year Difference Percent	FY 2021-2025 5-Year Difference Number	FY 2021-2025 5-Year Difference Percent
01	Agriculture, Food & Natural Resources	1,966	2,285	2,592	3,312	3,313	3,072	1	0.0%	1,347	68.5%
02	Architecture & Construction	1,184	1,677	1,637	1,694	1,993	1,775	299	17.7%	809	68.3%
03	Arts, Audio/Video Technology & Communications	5,559	5,905	6,567	7,503	7,762	7,277	259	3.5%	2,203	39.6%
04	Business Management & Administration	12,327	13,906	15,200	17,044	18,744	16,996	1,700	10.0%	6,417	52.1%
05	Education & Training	4,531	5,581	7,143	8,113	7,199	7,485	-914	-11.3%	2,668	58.9%
06	Finance	1,153	1,611	2,102	2,117	2,612	2,277	495	23.4%	1,459	126.5%
07	Government & Public Adminstration	1,552	1,559	1,692	2,045	2,086	1,941	41	2.0%	534	34.4%
08	Health Science	5,617	6,719	6,775	7,714	9,081	7,857	1,367	17.7%	3,464	61.7%
09	Hospitality & Tourism	2,558	2,965	3,622	3,999	4,127	3,916	128	3.2%	1,569	61.3%
10	Human Services	7,505	8,817	9,922	11,374	12,855	11,384	1,481	13.0%	5,350	71.3%
11	Information Technology	5,235	6,114	5,969	6,163	6,443	6,192	280	4.5%	1,208	23.1%
12	Law, Public Safety, Corrections & Security	2,739	2,950	3,066	3,053	3,397	3,172	344	11.3%	658	24.0%
13	Manufacturing	8,001	9,886	11,667	12,729	13,715	12,704	986	7.7%	5,714	71.4%
14	Marketing	1,277	1,805	1,716	1,714	1,906	1,779	192	11.2%	629	49.3%
15	Science, Technology, Engineering & Mathematics	24,472	25,721	27,432	29,937	31,159	29,509	1,222	4.1%	6,687	27.3%
16	Transportation, Distribution & Logistics	1,899	2,434	3,092	3,751	4,294	3,712	543	14.5%	2,395	126.1%
17	Other/Transfer	43,368	46,456	53,089	59,831	67,989	60,303	8,158	13.6%	24,621	56.8%
	TOTALS	130,943	146,391	163,283	182,093	198,675	181,350	16,582	9.1%	67,732	51.7%
	Pure										
	Minimum	1,153	1,559	1,637	1,694	1,906	1,775	-914	-11.3%	534	23.1%
	Maximum	43,368	46,456	53,089	59,831	67,989	60,303	8,158	23.4%	24,621	126.5%
	Median	4,531	5,581	5,969	6,163	6,443	6,192	344	10.0%	2,203	58.9%
	Standard Deviation	10,845.6	11,500.7	12,979.9	14,559.9	16,372.7	14,631.8	1,961.8	8.2%	5,716.4	29.8%
	Average	7,703	8,611	9,605	10,711	11,687	10,668	975	8.6%	3,984	60.0%

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

Illinois Community College Board
Table B-16
DUAL CREDIT COURSE ENROLLMENT BY INSTRUCTIONAL SITE AND BY COLLEGE
FISCAL YEAR 2025

Dist. No.	District/College	Main College Campus	High School Campus	Off-Campus College Facility	Online/ Internet	Distance Learning	Other/ Unknown Location	Total
503	Black Hawk	32	3,307	134	244	0	113	3,830
518	Carl Sandburg	121	988	109	1,078	0	0	2,296
508	City Colleges of Chicago	(99)	(0)	(14,433)	(0)	(0)	(410)	(14,942)
02	Harold Washington	2	0	2,543	0	0	9	2,554
04	Harry S Truman	26	0	1,415	0	0	290	1,731
01	Kennedy-King	0	0	1,895	0	0	34	1,929
03	Malcolm X	0	0	1,874	0	0	25	1,899
05	Olive-Harvey	68	0	1,381	0	0	21	1,470
06	Richard J. Daley	1	0	3,345	0	0	27	3,373
07	Wilbur Wright	2	0	1,980	0	0	4	1,986
502	College of DuPage	0	13,875	3,403	0	0	463	17,741
532	College of Lake County	4	4,598	218	78	0	2,089	6,987
507	Danville Area	1,295	465	37	838	0	0	2,635
509	Elgin	2,244	3,726	0	643	0	139	6,752
512	Harper	279	9,598	0	51	0	0	9,928
540	Heartland	257	3,637	2	501	46	0	4,443
519	Highland	244	1,172	0	19	0	228	1,663
514	Illinois Central	370	4,570	0	1,001	0	1,024	6,965
529	Illinois Eastern	547	2,528	106	204	68	67	3,520
513	Illinois Valley	0	1,795	0	70	0	0	1,865
530	John A. Logan	84	2,111	272	14	0	0	2,481
539	John Wood	0	602	52	202	0	0	856
525	Joliet Junior	0	9,258	0	0	0	0	9,258
520	Kankakee	0	0	0	0	0	946	946
501	Kaskaskia	0	7,001	91	0	0	0	7,092
523	Kishwaukee	459	1,514	0	71	0	0	2,044
517	Lake Land	135	3,796	0	264	0	0	4,195
536	Lewis and Clark	0	5,267	0	0	0	0	5,267
526	Lincoln Land	51	3,974	14	0	0	733	4,772
528	McHenry County	0	11,412	0	0	0	283	11,695
524	Moraine Valley	0	6,602	0	0	0	0	6,602
527	Morton	0	1,290	0	0	0	0	1,290
535	Oakton	0	5,492	0	0	0	45	5,537
505	Parkland	663	2,147	260	442	0	5	3,517
515	Prairie State	0	1,331	0	0	0	0	1,331
521	Rend Lake	267	2,166	184	88	66	0	2,771
537	Richland	1,342	1,476	0	424	0	0	3,242
511	Rock Valley	2,280	2,439	181	486	2	0	5,388
506	Sauk Valley	325	1,378	0	152	0	0	1,855
531	Shawnee	139	1,173	128	104	0	0	1,544
510	South Suburban	0	4,628	0	0	0	0	4,628
533	Southeastern Illinois	153	1,527	2	336	0	50	2,068
522	Southwestern Illinois	1,231	9,956	21	347	15	0	11,570
534	Spoon River	78	509	61	362	11	119	1,140
504	Triton	0	4,888	0	0	0	0	4,888
516	Waubonsee	412	6,171	2,243	304	0	1	9,131
	TOTALS	13,111	148,367	21,951	8,323	208	6,715	198,675

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

Item #15
June 5, 2026

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Chair Jenkins reads:

> Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

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

Chair Jenkins asks for roll call vote and Executive Secretary conducts a roll call vote.

Item #16.1
June 5, 2026

Illinois Community College Board

APPROVAL OF THE EXECUTIVE DIRECTOR EMPLOYMENT AGREEMENT

The Executive Director Employment Agreement between Dr. Brian Durham and the Illinois Community College Board must be approved.

RECOMMENDED ACTION

It is recommended that the following motion be adopted: The Board hereby approves the proposed Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

EXECUTIVE DIRECTOR EMPLOYMENT AGREEMENT

The Illinois Community College Board ("Board") and Dr. Brian Durham ("Executive Director") in consideration of the mutual promises made hereby agree this 5th day of June 2026, to provide for the following terms and conditions of employment:

1. Office. The Board appoints and employs Dr. Brian Durham as its Executive Director, who accepts the appointment and employment, subject to the terms and conditions of this Agreement ("Agreement"). The duties of this position of Executive Director include the satisfactory performance of duties of Executive Officer and Executive Secretary, referenced in the Illinois Public Community College Act, 110 ILCS805/1-1.et. seq.; and those additional duties as specified in the job description for the Executive Director of the Illinois Community College Board.

2. Term of Employment. The term of the Executive Director's employment under this agreement shall be in effect upon its approval and end on June 30th, 2030.

3. Compensation. In consideration of the services to be performed, the Board shall pay the Executive Director semi-monthly at the rate of 261,557.90 per annum. During the term of this Agreement the Executive Director shall receive a cost of living increase each fiscal year aligned with the CPI, at a minimum of 2%, and a maximum of 4.75%. The Board may opt to increase the per annum amount based upon performance.

4. Employee Benefits.

A. Like Benefits. The Executive Director shall be eligible during his employment for all benefits available to Board employees under applicable laws, rules, regulations, and policies, including, but not limited to, the Illinois Community College Board Employee Guidebook, and any amendments thereto which arise during the course of his employment.

B. Insurance. The Board shall provide to the Executive Director the same medical, life, and other insurance coverage provided to other Board employees through the State of Illinois group insurance program.

C. Retirement. The Board shall provide to the Executive Director the same retirement provided to other Board employees through the State Universities Retirement System (SURS).

D. Vacation. The Board shall provide to the Executive Director vacation leave as outlined in the Illinois Community College Board Employee Guidebook.

E. Holiday, Personal and Leave Days. The Executive Director shall receive the same types and number of paid leave days for holiday, personal and sick leave, and other leaves as outlined in the Illinois Community College Board Employee Guidebook.

F. Accumulation Days. Vacation days may be accumulated in an amount not to exceed twice the number of days earned annually, consistent with the Illinois Community College Board Employee Guidebook. Unused vacation leave in excess of such maximum accumulation shall be forfeited.

5. Expenses. The Board shall reimburse the Executive Director for all reasonable business expenses incurred by him in discharging his official duties, including travel, subject to his compliance with applicable Illinois law, the State of Illinois' Higher Education Travel Control Board, and such travel regulations as the Board may approve.

6. Duties.

A. In consideration of compensation and benefits provided under this Agreement, the Executive Director shall perform all duties and services of his office required by the Board and by law and carry out such policies and directives of the Board as it may from time to time determine.

B. The performance of duties is anticipated to be principally located in Illinois. Performance of duties may take place at locations outside of Illinois as required by the Board or as appropriate to discharge the duties of office.

C. The Executive Director shall be a full-time employee of the Board and may not accept payments of honorariums of any kind, unless approved in advance by the Board; alternatively, he may direct the gift of such payment or honorariums to the charity or educational foundation of his choice. The Executive Director shall perform no services that conflict with his obligations under this

Agreement. This subsection shall not restrict the Executive Director's right to compensation for honorariums earned on vacation days if allowed under the State Officials and Employees Ethics Act (5 ILCS 430).

7. Evaluation. The Board shall conduct an evaluation of the Executive Director at least once each fiscal year hereunder.

8. Personal Obligations. The obligations undertaken by the Executive Director in acceptance of this Agreement are personal contractual undertakings and are not assignable. However, it is acknowledged that the performance of certain official duties may be appropriately delegated to members of the Board's staff, subject to his supervision and direction.

9. Termination.
   A. The Board may terminate this Agreement at any time for just cause, which shall include, but not be limited to:
      (i) failure of the Executive Director to perform the duties of his office;
      (ii) failure to comply with the reasonable instructions or direction of the Board;
      (iii) engaging in conduct of an incompetent, insubordinate, immoral, or criminal nature as the Board determines renders the continued performance by the Executive Director of his office incompatible with the best interests of the Board and the State of Illinois.

      The Board shall give the Executive Director notice of the reasons for its actions in writing and provide a reasonable opportunity for prompt hearing before the Board or such persons as it may authorize for that purpose. The Board reserves the right to suspend the Executive Director pending the hearing. Any such suspension shall be without loss of salary and benefits to the Executive Director, except in the case of alleged misappropriation of funds or property or other behavior that brings disrepute upon the Board, provided the suspension is approved by a 2/3 vote of the Board. Termination shall not be final until either:

      (i) the opportunity for a hearing has been waived; or
      (ii) the Board confirms the termination after hearing.

   B. In the event of the Executive Director's death during the term of employment, this Agreement shall be deemed terminated as of the last day of the month in which death occurs.

C. The Board may terminate this Agreement in the event the Executive Director is unable to substantially perform the duties of his office because of partial or total disability or impairment due to mental or physical illness or incapacity that continues for a period of six (6) consecutive months. The Board shall have the right at any time and at its cost to require a medical examination of the Executive Director by a physician selected by it, as well as the receipt of a report from the Executive Director's personal physician. The Board shall provide a reasonable opportunity for a prompt hearing on its decision to terminate before the Board or such persons as it may authorize for that purpose. Termination for disability shall not be final until either:

(i) the opportunity for a hearing has been waived; or
(ii) the Board confirms the termination after hearing.

During the period (not to exceed six months) prior to final termination for partial or total disability or impairment, the Executive Director shall be entitled to full salary and benefits until such time as he is eligible for disability benefits as otherwise provided under this Agreement.

D. It is the expectation of the parties that the Executive Director shall serve his full term as provided. In the event the Executive Director terminates this Agreement before the expiration of the employment term, he shall provide the Board with six (6) months prior written notice.

E. In the event of termination of this contract pursuant to paragraph 9(A) or 9(C), the Executive Director shall be entitled severance pay equal to 20 weeks, consistent with the rate of pay on the date of contract termination, which shall be payable within four (4) weeks of the last day of employment. Such severance pay shall be in addition to any payable personal, vacation, or other leave time accrued at the time of contract termination. If it is determined by a two-thirds majority of the Board that the Executive Director has during the contract term engaged in misconduct, as specifically defined by 5 ILCS 415/5, and that the contract is terminated as a result of said misconduct, the Executive Director shall be entitled to no severance pay.

10. Individual Liability. The performance of this Agreement shall be an obligation of the Board as an agency or the State of Illinois and no Board member or its Chair is intended to be, nor shall be personally or individually liable for the performance of any obligation. The agreement shall be binding upon the successors and assigns of the Board.

11. Renewal. This Agreement is not self-renewing. On or before December 30, 2029, the Board shall give the Executive Director written notice if it intends to seek to continue the employment of the Executive

Director after June 30, 2030. In the event the Board determines to seek to continue the employment of the Executive Director, the parties shall complete their negotiation for a subsequent contract on or before April 30, 2030. Should the Board fail to comply with the deadlines established by this section, this Agreement shall terminate on June 30, 2030.

12. Succession Planning. Working with the Chair, the Executive Director agrees to develop an effective succession plan to ensure continuity in leadership, minimize disruptions, and maintain operational stability within the organization. This plan shall include the identification of key roles and positions that require succession planning, the development of talent pipelines to ensure readiness for potential successors, and the necessary training, mentorship, and development opportunities to assume leadership roles effectively.

13. Whole Agreement. This Agreement constitutes and expresses the entire agreement of the parties concerning the subject of the employment and appointment of the Executive Director, and incorporates all related promises, representations, and understandings. It may not be changed orally; any alterations must be made by written amendment signed by both parties.

14. Governing Law. This Agreement shall be construed under Illinois law.

15. Notices. All notices from one party to the other shall be directed, in writing, as follows:

Chair, Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711

Dr. Brian Durham
Executive Director
Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711

IN WITNESS WHEREOF, the parties have signed and sealed this Agreement in duplicate originals.

Dr. Brian Durham	Dr. Sylvia Jenkins, Chair Illinois Community College Board