

Agenda
472nd Meeting of the
Illinois Community College Board

Elgin Community College
Building E (Business Center)
Dining Room
1700 Spartan Dr.
Elgin, IL 60123

September 25, 2026

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Illinois Community College Board

AFFIRMING THE BOARD GOALS FOR FY2026

Every year the Board reviews its stated goals and considers what, if any changes are necessary. This typically occurs as a part of the Board Working Session (on September 24th, 2026), and is voted on in the next regular Board Session (September 25, 2026). As these goals were considered and input provided for the September meeting, they are now presented here on the agenda to be voted on. As a reminder, the ICCB goal statement is:

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

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

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

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

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

If there are no amendments: The Illinois Community College Board hereby approves and affirms the continuation of the existing Board Goals for FY2026.

If there are amendments: The Illinois Community College Board hereby approves and affirms the Board Goals, with agreed upon amendments, for FY2026. Further, the Board authorizes the Executive Director to make technical changes to these amendments and to finalize these goals with the Board Chair.

Illinois Community College Board

**COLLEGE SPOTLIGHT: ELGIN COMMUNITY COLLEGE CENTER FOR
UNDERGRADUATE RESEARCH, INNOVATION, AND CREATIVITY**

Continuing our goal of highlighting the good work taking place across the Illinois Community College System, Elgin Community College will provide a College Spotlight on its Center for Undergraduate Research, Innovation, and Creativity. Annamarie Schopen, Vice President of Teaching, Learning, and Student Development, will highlight how the Center creates opportunities for students to engage in undergraduate research, inquiry, innovation, and creative work as part of their community college experience. The presentation will offer the Board a closer look at how ECC is expanding opportunities for students to participate in high-impact learning experiences that deepen academic engagement, strengthen critical-thinking and problem-solving skills, and connect classroom learning with broader scholarly and creative pursuits. The spotlight is intended to provide practical context for Board discussions and to deepen understanding of the innovative work taking place across Illinois community colleges. Illinois community colleges are a significant strength of the state's higher education landscape, reflecting innovation, responsiveness, and a strong commitment to access, student success, and educational excellence. Highlighting the work of individual colleges provides an ongoing opportunity for the Board to learn from the diversity of institutions within the system and to ground policy and oversight discussions in the experiences of students, faculty, and campuses.

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
- Adult Education and Workforce Education
 - Rev UP Overview and Presentation – Elgin Community College
 - Brief Workforce Pell Update – Board Agenda Item
- Academic Affairs and Student Service
 - Early Childhood Access Consortium for Equity (ECACE)
 - Do No Harm Provision
- New Units of Instruction Committee Questions

Illinois Community College Board

ILLINOIS WORKFORCE PELL IMPLEMENTATION PRESENTATION

Whitney Thompson, Deputy Director for Workforce Education, will deliver a presentation to the Board on Illinois' implementation of the federal Workforce Pell Grant program. Workforce Pell is a new federal financial aid opportunity that allows eligible students to use Pell Grant funding for qualifying short-term workforce training programs aligned with in-demand occupations and employer needs. The presentation will provide an overview of federal and state requirements, Illinois' interagency policy framework and approval process, as well as an update on the first round of Workforce Pell applications.

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
- Modernizing ICCB Data Submission Processes
- Consent agenda to increase threshold for contract approval
- Spring 2027 Legislative Update
- FY 27 Budget ICCB Budget Priorities

Item #9
September 25, 2026

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE MARKETING
COLLABORATIVE PRESENTATION**

Erin Shannon, Director of the Illinois Community College Marketing Collaborative, will present at the board meeting on the collaborative's statewide marketing and advocacy initiatives in fiscal year 2026.

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conduct recognition evaluations to ensure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Lewis and Clark Community College and Richland Community College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2025, Lewis and Calrk Community College and Richland Community College underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents, and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Lewis and Calrk Community College District 536
Richland Community College District 537

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 conduct recognition evaluations to ensure 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 make an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

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

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

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

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



RECOGNITION REPORT

LEWIS & CLARK COMMUNITY COLLEGE

September 2026

**Illinois Community College Board
Recognition Report
For Lewis & Clark Community College
September 2026**

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Lewis & Clark Community College, District 536. 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 Lewis & Clark Community College. The information below describes the recognition process. The report 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 Lewis & Clark Community College's 2024-2025 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i). No discrepancies between the printed college catalog and the curriculum master file, for which the college has not provided an explanation, were identified.

Compliance Recommendation: None.

2. Articulation

Lewis & Clark Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Music Performance 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 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. Instruction at the college is controlled by the Academic Affairs division, through the Academic Affairs Committee and the Curriculum and Instruction Committee, the latter of which has at least 75 percent faculty membership. The committees ensure that the college reviews syllabi, faculty

effectiveness, online course effectiveness, and that student course feedback is collected. Policy 401 from the Board Policy Manual of the Board of Trustees states that “The Board will approve all programs;” as the final arbiter of instructional programs at the college, the Board of Trustees policy affirms institutional control over instruction.

Both the college website and catalog provide admission information and guidance, as well as additional admission requirements for selective programs. All admissions information is reinforced by academic advisors.

The institution provides general placement information on its website, along with Accuplacer testing procedures. The use of multiple measures (high school GPA, SAT, ACT, and Accuplacer, all with defined time limits from date of testing) is designed to provide the best possible outcome for students, in conjunction with academic advising.

The college publishes graduation requirements both on its website and in its catalog. The website provides general graduation information, and the catalog provides program specific information; the website clearly directs students to catalog program pages for detailed graduation requirements. Graduation requirements are consistent with the units of instruction.

Compliance Recommendation: None.

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

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

To examine faculty credentials, ICCB utilized the Annual Course submission to select dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review. Of the 454 courses reviewed, 223 were from fiscal year 2023 and 231 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 104 instructors taught transfer (1.1) dual credit courses. Of these instructors, four did not appear to have the required 18 graduate hours in the discipline being taught and one did not appear to have a master's degree. These instructors may be underqualified to teach 1.1 dual credit courses.

Additionally, it was reported that 34 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, three did not appear to have the required 2,000 hours of work experience appropriate for the field of instruction. These instructors may be underqualified to teach 1.2 dual credit coursework.

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

Students.

After the review of the college self-study report and the additional audit materials requested by the ICCB, staff determined that all students met the required prerequisite coursework. However, some students did not appear to have met the necessary placement score requirements.

There were five students from fiscal year 2023 and seven students from fiscal year 2024 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:

- 1. Three of the instructors not meeting required 18 graduate hours in discipline were hired based on Tested Experience, one has since retired – See attached updated 5a-f Underqualified Dual Credit Faculty and Students sheet.*
- 2. The BIOL 120 had a 1.2 course designation and the dual credit instructor met the teacher qualifications*
- 3. One of the instructors not meeting the 2000 hours of work experience has the appropriate hours – see attached resume*
- 4. Two of the instructors not meeting the 2000 hours of work experience were approved based on requirements for developmental Math. At the time of approval, we were unable to find an instructor who met the 2000-hour math experience. Since then, one instructor has moved to teach higher level math and the other we will work with to create a developmental plan to address the 2000 hours of work-related math experience.*

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:

Additional placement information for the students selected are provided on the attached 5a-F underqualified Dual Credit Faculty and Students form. Please see the attached form with updated student placement information

6. Assessment Plans

The college has a systematic process in place to assess student learning in degree and certificate programs, and Section 6.7 “Assessment of Student Learning” in the 2025-2027 Faculty Contract indicates that the institution takes assessment seriously by requiring every faculty member to participate in it. Each course includes student learning outcomes, and each program has program learning outcomes which will be assessed in the Annual Program Review beginning in the spring, 2026 semester. All faculty complete a “SLIP” (Student Learning Improvement Plan) each semester to assess the program learning outcomes. The SLIP includes the consideration of one student learning outcome, and a goal associated with the student learning outcome selected by each faculty member for each course. The achievement, or not, of the goal is analyzed each semester using data collected during the semester, and an improvement plan is implemented in the following semester. The process of data collection, analysis, and improvement can be continued, which helps to close the loop and makes use of collected data to improve student learning outcomes. In addition, starting in the spring, 2025 semester, the institution began an assessment review that focused on its general education core. SLIP data will inform the general education core review.

In order to improve its curriculum, teaching, and student learning outcomes, the college follows the ICCB five-year program review protocol. However, in order to be more responsive to improvement opportunities at the program level, the college is piloting an Annual Program Review beginning in the spring, 2026 semester, that will utilize the same data as the ICCB five-year review.

The college uses a variety of measures (Accuplacer, SAT, ACT, high school GPA, high school transcripts, GED, transfer information from another accredited institution of higher education) to place students. Data is collected annually to provide students with the best placement into English and math courses, and the college reviews both cut scores and placement procedures to ensure student success. The key to student placement success is the academic advisor; they provide important student support and analyze the measures to place students at the highest level possible.

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. Required employment qualifications for open instructional positions on the school website matches ICCB rules, as does the institution's "Standards for Instructor Qualifications" document.

The institution assumes that faculty will pursue professional development, and provides faculty development support in the form of Educational Training courses, contracted curriculum development consultants, library assistance, and travel. The institutional 2025-2026 Faculty Handbook provides clear instruction on the use of travel support.

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 three faculty meet the minimum faculty requirements.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

College Response:

1. *The words "Master of Arts conferred July 1, 2023, Major-English and Creative Writing" are written in the middle of her transcripts. It was easy to miss. I have highlighted it (see attached).*
2. *Our HR staff sent over the transcripts but not the letter that states that she completed her Master's degree (see attached).*
3. *He did not have a Master's degree in the area he taught. However, he did have years and years of experience in the field. We used him based on his tested experience (HLC approved). We were unable to hire any other adjuncts in that discipline.*

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Lewis & Clark Community College determined that it does not participate in any cooperative agreements or contracts with other Illinois education agencies or secondary schools, nor does it extend its curricula or credit courses into another in-or-out of state college district, with the exception of the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement). The college provided a link to the Agreement's webpage, as well as a link to the college catalog

Lewis & Clark Community College participates in the CAREER Agreement which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The webpage for the CAREER Agreement is up to date and consistent with the college catalog and other information provided by the college. Additionally, both the webpage and the catalog provide an accurate list of the participating institutions. All indicators of compliance and quality were met.

Compliance Recommendation: None.

10. Program Review/Results

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

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling

Lewis & Clark 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: College Response: The College's current draft loan cohort default rate (CDR) is 0.6%. However, in anticipation of a possible increase in the CDR in next two years, the College has conducted default management initiatives by contacting students in repayment and those approaching default, sending yearly aggregate loan limit information and resources, and providing continued required loan entrance and exit counseling. The College will ensure loan cohort default rates are reported in subsequent ICCB recognition reports.

C: Career Placement

Lewis & Clark Community College operates a comprehensive Career Resource Center (CRC) serving students at the Godfrey Campus, Nelson Campus, and community education centers. Through the CRC, students receive career readiness support, including résumé development, job search assistance, interview preparation, and employer engagement, with services offered in person, remotely, and online. Additionally, students benefit from robust digital tools such as Career Coach and College Central Network, which offer career assessments, labor market data, and program-to-career pathways. With these resources, the department demonstrates strong accessibility, employer connections, and the use of data-driven career platforms.

Compliance Recommendation: None.

D: Support Services

Lewis & Clark Community College provides a broad range of student support services designed to promote access, persistence, and overall well-being, particularly for students entering the institution for their first college experience. Key supports include the Perkins Student Support Project, TRIO services, supported college transition programs, athletics, health and wellness services, and the campus snack pantry. These services address both academic and basic needs by providing assistance with required textbooks and equipment, counseling, health services, and support for food insecurity, while also fostering student engagement through enrichment activities, clubs, leadership opportunities, and athletics. Overall, the institution demonstrates a strong commitment to holistic student support and inclusive programming. Areas for improvement include strengthening coordination and visibility across services, expanding assessment beyond select activities to better measure student impact, and enhancing consistent access to support resources for all student populations.

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 being 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 (ICCB) staff conducted an on-site visit at Lewis & Clark Community College on 4/23/2026. 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. Documentation verifying residency is required at enrollment. 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

281 students in fiscal year 2025 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 300 students was reviewed on the dual credit population.

Based on the review of a sample of 18 courses, including 281 students, one course was found to be incorrectly reported as reimbursable, despite being supported with more than 50 percent restricted funds, resulting in nine students being incorrectly claimed. This resulted in a sample error rate of 3.20 percent. At the 95 percent confidence level, the true error rate is estimated to fall between 1.14 percent and 5.26 percent. These results indicate an elevated error rate compared to the target error rate threshold of 1 percent. Even at the lower bound of the confidence interval, the estimated error rate remains above the 1 percent benchmark, indicating that the overall reporting is out of compliance with the 1 percent 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 300 dual credit students, none were identified as incorrectly claimed. This resulted in a sample error rate of 0 percent. At the 95 percent confidence level, the true error rate is estimated to fall between 0 percent and 1 percent. The results demonstrate that the error rate is well within the 1 percent target.

Compliance Recommendation: The college must ensure the SU/SR claim reporting complies with 110 ILCS 805/2-16.02. The college must work with ICCB on further investigation of the SU records submitted for classes supported with more than 50 percent restricted funding. The college must also work with ICCB on further investigation of the SU/SR claim reports, the computation of the financial impact and any payback for the period under review.

College Response: The college will ensure the SU/SR claim reporting complies with 110 ILCS 805/2-16.02. The college will continue to work with ICCB on further investigation of SU records submitted for classes supported with more than 50 percent restricted funding and on further investigation of the SU/SR claims report, the computation of financial impact and any payback for the period under review.

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.

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

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

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

College Response: The college's residency requirements have been updated to reflect procedures that include special and military students as well as an appeal policy to comply with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.501, and P.A. 102-800.

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 2025, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

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

In review of the audits, there were a total of 10 findings, including one repeat finding, over the five-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 the President's contract, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed.

Based on the review, the President is the only contractual employee. The employment contracts meet all specifications and notice provisions required by law.

Compliance Recommendation: The college must amend the President's employment contract to comply with 5 ILCS 415, 23 Admin. Code 1501.803, and 23 Admin. Code 1501.804. Specifically, the contract should be revised to limit severance pay to no more than 20 weeks of compensation and to expressly prohibit the payment of severance when the President is terminated for misconduct. The current contract provides for severance of up to one year of compensation, including in cases of termination for cause, which is inconsistent with applicable statutory and administrative requirements.

College Response: The Board has included the following statement under section "G. Termination" in the President's 2026 contract:

"In the event that this agreement is terminated for any reason, and the parties are able to reach agreement over a severance payment, the severance payment shall not be in excess of the maximum amount permitted by applicable law."

<https://www.lc.edu/assets/pdfs/contract-president.pdf>

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by Lewis &

Clark Community College were reviewed—generally this includes fiscal years 2021-2025 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

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

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Lewis & Clark Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2025 and 2023 submissions were finalized one month late, the fiscal year 2024 submission was seven weeks late, and the fiscal year 2021 submission was finalized sixteen days past the reporting deadline. The submissions took between two and six 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 40 percent across the five years reviewed. Coverage of this variable is an area for further improvement in future submissions. The proportion of records with Pell Recipient was about 18 percent and with Subsidized Stafford Recipient was about four 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 2024 submission was finalized three and a half weeks late, and the fiscal year 2023 and 2021 submissions were finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Lewis & Clark

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

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

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

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Lewis & Clark Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed and the proportion of records with unknown age was less than two percent across the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between 28 percent and 37 percent. Coverage of this variable is an area for further improvement in future submissions.

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

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

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2025 submission was finalized three days late, and the fiscal year 2024 submission

was finalized one day past the reporting deadline. The number of submissions required to finalize these data ranged from two 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 2025 submission was finalized three days past the reporting deadline. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Lewis & Clark Community College met the submission deadline in four of the past five years reviewed; the fiscal year 2021 submission was finalized one day late. The number of submissions needed to finalize the data ranged from one to two. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Lewis & Clark Community College met the reporting deadline in four of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, and Hispanic Employment Plan Survey, in three of the five years reviewed for the 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 three of the four years reviewed; the fiscal year 2022 submission was finalized one week late. In fiscal year 2025, ICCB discontinued the collection of the Underrepresented Groups Report, as it was replaced by the Equity Plans.

Compliance Recommendation: None.

Advisory Recommendations: 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 Lewis & Clark Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Completion Data (A2)**, and **Annual Student ID Submission (ID)**. Furthermore, efforts to improve coverage of Highest Degree Previously Earned for the **Annual Enrollment and Completion Data (A1)** and coverage of Race/Ethnicity for the **Noncredit Course Enrollment (N1)** are appreciated.

College Response: Several issues related to Item 31 (Highest Degree Previously Earned) in the Annual Enrollment and Completion Data (A1) were identified and documented during the FY2025 submission cycle. Corrections have been implemented and are expected to be reflected in the FY2026 A1 submission.

For the FY2026 Noncredit Course Enrollment (N1) submission, an issue was identified in the reporting logic for Native Hawaiian or Other Pacific Islander (Item N1). The extraction

process recognized only students with a Person Races value of HP, but did not include students with a value of NP. Because both values should be reported as Native Hawaiian or Other Pacific Islander = Yes, the reporting logic has been updated to include both codes, which should improve the completeness and accuracy of future submissions.

Appendix A

Lewis & Clark Community College (536) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (07/15)*	07/15/24	07/13/23	07/15/22	11/04/21	07/15/20
# Submissions to Final	1	1	2	1	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	5531	5959	5460	3839	6033
Unduplicated Head Count	1783	1879	1804	1227	2842
# Error Codes in Final Submission	1	2	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.77 percent	1.46 percent	1.68 percent	1.51 percent	1.64 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.02 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	1.46 percent	1.11 percent	1.25 percent	1.69 percent	1.08 percent
% Unknown Ethnicity in Final unknown	36.96 percent	36.13 percent	36.83 percent	34.33 percent	28.05 percent

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (08/01)*	09/03/24	09/21/23	09/01/22	09/30/21	08/19/20
# Submissions to Final	6	3	3	2	3
Timeliness	33 days late	50 days late	31 days late	on time	16 days late
Head Count (total incl. 0 hrs enroll.)	5757	5540	5512	6554	8485
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	1	3	0
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.05 percent	0.06 percent	0.00 percent
% o Cumulative GPA in Final Sub.	9.31 percent	8.25 percent	7.00 percent	6.21 percent	7.88 percent
% o Cumulative Hours in Final Sub.	8.18 percent	7.04 percent	6.28 percent	5.52 percent	6.72 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	41.20 percent	41.26 percent	39.73 percent	43.21 percent	44.49 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	18.71 percent	18.38 percent	19.63 percent	16.83 percent	16.04 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	4.22 percent	3.94 percent	4.84 percent	4.46 percent	4.03 percent

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

Annual Completions Data (A2)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	08/21/24	09/22/23	09/02/22	09/10/21	09/03/20
# Submissions to Final	1	2	2	1	2
Timeliness	on time	21 days late	1 day late	on time	2 days late
Record Count (duplicate completions)	1336	1405	1403	1600	1719
Total Number of Completions from A1	N/A	1356	1356	1527	1692
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity in Final unknown	3.59 percent	4.41 percent	5.77 percent	7.63 percent	6.52 percent
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* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (09/01)*	09/03/24	09/25/23	09/02/22	09/30/21	09/02/20
# Submissions to Final	5	2	3	3	2
Timeliness	on time	24 days late	1 day late	on time	1 day late
Head Count in Final Submission	5757	5540	5512	6554	8485
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	2	2	2	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	08/30/24	09/28/23	09/01/22	12/16/21	09/08/20
# Submissions to Final	2	1	1	1	2
Timeliness	on time	27 days late	on time	on time	7 days late
# Error Codes in Final Submission	0	0	1	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Dual Credit in Final	20.21 percent	19.56 percent	19.87 percent	23.44 percent	27.91 percent
% Remedial (PCS 14) in Final	3.09 percent	3.52 percent	3.69 percent	3.30 percent	3.94 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	09/27/24	10/02/23	10/03/22	12/09/21	09/29/20
# Submissions to Final	3	1	2	1	1
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	4606	4196	3973	4125	4683
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.06 percent	0.07 percent	0.07 percent	0.12 percent	0.04 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	96.98 percent	96.81 percent	97.28 percent	96.99 percent	97.65 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	09/25/24	09/29/23	09/30/22	09/30/21	09/30/20
Timeliness	on time	on time	on time	on time	on time
Head Count	4606	4196	3973	4125	4683
Discrepancy between E1 & Survey	0	0	0	0	0

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (11/01)*	10/30/24	10/31/23	10/28/22	12/13/21	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 <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	11/18/24	11/16/23	10/14/22	11/23/21	10/15/20
# Submissions to Final	3	3	2	3	3
Timeliness	3 days late	1 day late	on time	on time	on time
# Error Codes in Final Submission	3	4	3	4	3
# Critical Errors in Final Submission	2	3	2	3	2
% Records with Errors in Final Sub.	6.93 percent	12.11 percent	9.35 percent	10.75 percent	12.40 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	11/18/24	11/15/23	10/17/22	11/29/21	10/15/20
# Submissions to Final	1	1	1	1	1
Timeliness	3 days late	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	11/29/23	12/15/22	01/18/22	12/09/20
Timeliness	on time	on time	on time	4 days late	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	11/29/23	12/15/22	01/18/22	12/09/20
Timeliness	on time	on time	on time	4 days late	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	11/29/23	12/16/22	01/18/22	12/09/20
Timeliness	on time	on time	1 day late	4 days late	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/12/24	11/29/23	12/15/22	01/18/22	12/09/20
Timeliness	on time	on time	on time	4 days late	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note**	12/12/24	11/29/23	12/15/22	N/A*	N/A*
Timeliness	on time	on time	on time	N/A*	N/A*

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

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

Underrepresented Groups Report

Fiscal Year Collected	2025	2024	2023	2022	2021
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Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	N/C**	01/29/24	02/01/23	02/08/22	02/02/21
Timeliness	N/C**	on time	on time	7 days late	on time

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

**Discontinued starting FY 25

Spring Semester Enrollment Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (02/15)*	02/14/25	02/14/24	02/06/23	02/10/22	02/10/21
Timeliness	on time	on time	on time	on time	on time

*Due 02/17 in FY 25

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (6/15)*	06/17/24	06/14/23	06/14/22	06/16/21	06/12/20
# Submissions to Final	2	1	2	1	1
Timeliness	on time	on time	on time	1 day late	on time
# Error Codes in Final Submission	1	1	1	2	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	4.36 percent	7.26 percent	6.30 percent	3.78 percent	5.87 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	1.36 percent	1.51 percent	3.49 percent	3.50 percent	2.23 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

* Due 06/17 in FY 24 and FY 19

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



RECOGNITION REPORT

RICHLAND COMMUNITY COLLEGE

September 2026

**Illinois Community College Board
Recognition Report
For Richland Community College
August 2026**

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Richland Community College, District 537. 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 Richland Community College. The information below describes the recognition process. The report 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 Richland Community College's 2025-2026 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

Richland Community College (RCC) offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), the Associate in Fine Arts (A.F.A.) in Theater and Musical Theater, and the Associate in Liberal Studies (A.L.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

Compliance Recommendation: None.

3. Academic Control

The institution states that it 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.

In its self-study, the college provided lists of those involved in academic control (program and course approval, scheduling, program evaluation, etc.), but did not describe what the

processes are. How are new courses and programs approved, and existing courses and programs evaluated? What is the faculty evaluation process? Including the approval process for new courses and programs, as well as the instructor evaluation procedure, would have been helpful.

Richland's Academic Catalog provides the admission policy and affirms that RCC is an open enrollment institution within state mandated guidelines. Application for admission is made through the RCC website and the requirements are clearly delineated. Course placement information is also available in the Academic Catalog with details about placement requirements, especially noting that some programs may have different placement requirements. Advising with a Success Coach is also a part of the placement process. The catalog also links placement to Richland's desire to maintain high academic standards. The Academic Catalog provides all graduation requirements, both general requirements as well as noting that some programs may have more rigorous graduation requirements.

Compliance Recommendation: None.

Advisory Recommendation: The college should provide information, beyond a list of those involved, to affirm that the design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college.

College Response:

Richland has established clear processes for course and program development, approval, and assessment. These processes are outlined in the Academic Resource Guide and are shared with new employees and Academic Standards Committee members. This document outlining processes for design, conduct, and evaluation of units of instruction is available for ICCB's review. Information about the Program Review process and the Program and Discipline Viability process (internal, annual) is also available.

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

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

To examine faculty credentials, ICCB utilized the Annual Course submission to select dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review. Of the 84 courses reviewed, 41 were from fiscal year 2023 and 43 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. According to the self-study, all dual credit Institutional Agreements with high school partners are on a three-year rotating basis. Information reviewed is inclusive of the following: 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 33 instructors taught transfer (1.1) dual credit courses. Of these instructors, three did not appear to have the required 18 graduate hours in the discipline being taught. These instructors may be underqualified to teach 1.1 dual credit coursework.

Additionally, it was reported that 12 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, five did not appear to have the required 2,000 hours of work experience appropriate for the field of instruction. These instructors may be underqualified to teach 1.2 dual credit coursework.

The names of all underqualified 1.1 and 1.2 faculty members are listed in the supplemental document titled, “5a-f Underqualified Dual Credit Faculty and Students.” Please note that there are two faculty members teaching several different courses, which they do not appear to be qualified to teach.

Students.

After the review of the college self-study report and the additional audit materials requested by the ICCB, staff determined that some students did not appear to have met the necessary requirements.

There were six students from fiscal year 2023 and four students from fiscal year 2024 who did not appear to have met the placement and/or prerequisite requirements. Additional information can be found in the supplemental document titled, “5a-f Underqualified Dual Credit Faculty and Students.”

Course Offerings and Requirements.

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

Compliance Recommendation 1: In order to be in compliance with 23 Ill. Adm. Code 1501.313, 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 supplementary document titled, “5a-f Underqualified Dual Credit Faculty and Students,” and provide appropriate evidence.

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

College Response for Recommendation 1:

The three faculty listed in Section 1.1 are no longer teaching these dual credit courses.

The five faculty listed in Section 1.2 either have over 2000 hours of work experience or advanced degrees that would qualify them to teach the identified courses.

Documentation is available to support these findings.

College Response for Recommendation 2:

One of the 5 students for FY23 may not have been eligible or may have been placed based on faculty recommendation, which is one of the College’s multiple measures. The other four students were eligible through placement testing or completion of prerequisite. With

the two-year expiration of placement scores, the information is not available in the system. For FY24, evidence for placement eligibility for ENGL 101 is not available for one student. The MATH 113 student completed the prerequisite course with an A. The student with the missing prerequisite for WELD 101 had passed WELD 100 with a grade of B. Documentation is available to support these findings. Richland continues to use multiple measures for placement and will assure that documentation is available for placement.

6. Assessment Plans

The college has a systematic process to assess student learning in each degree and certificate program. The Student Learning Outcomes Assessment (SLOA) Committee oversees the collection and analysis of assessment data. The college is part of the HLC's Academic Academy to help it improve its assessment processes. The institution focuses on two areas for assessment, the Cross-Disciplinary Outcomes (CDO, concepts that broadly cut across the curriculum, such as good communication) and Program Student Learning Outcomes (PSLO). CDO data is collected each year and faculty focus on the results each spring; each of the four CDOs is considered each year on a four-year cycle. Faculty revisit CDO analysis and improvement plans the following spring to close the loop. PSLO data is analyzed in the fall, and faculty revisit the plans the following fall to close the loop. This way, the college systematically ensures the effective use of collected student assessment data for on-going improvement.

Faculty use assessment data to improve curriculum, teaching, and student learning. Using an assessment framework of faculty developed program outcomes, cross-disciplinary outcomes, and course outcomes, faculty use data for an annual program review to create an improvement plan to improve learning outcomes. The institution closes the loop the next year when faculty review their reports, analyze the results, and create next steps. In use since 2017, this process enables the institution to close the loop and utilize data more effectively for improvement. The institution's use of assessment data helps it to fulfill its mission "[t]o empower individuals through learning and to forge partnerships that grow communities" and its core value "[w]e strive to develop and pursue higher standards."

The college consistently reviews its use of data in its placement policies and procedures. The college continues to use multiple measures (adopted in 2019) in order to create a more holistic picture of each student's abilities. In response to the impact of ending statewide SAT administration during the pandemic in 2020, the institution is piloting the use of PSAT and high school GPA to replace SAT information. The pilot is being reviewed every year by both academics (the deans) and student services (Student Success personnel). The use of ACT scores, which are being reimplemented statewide in 2025, will continue to provide additional data on applicants for improved and appropriate placement. The college Course Catalog includes placement information and details the numerous pieces of data the college uses in its placement decisions. This information is readily available in the online catalog. Placement testing information is also available on the college website.

Compliance Recommendation: None.

7. Student Evaluation

Richland Community 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 two ways. First, the Teaching & Learning Center facilitates institution-wide professional development opportunities, such as sessions on Generative AI, Canvas training, and online instruction practices. Second, individual faculty, as per the CBA, can receive up to \$500 for professional development activities as approved by their dean. The institution has strived to make its documents accessible and is working to close any identified gaps in accessibility.

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

- Six faculty were missing the documentation of credentials required by the ICCB.
- One 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), Richland Community College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned. Such

preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

College Response:

Documentation including transcripts and/or proof of the required 2000 hours for the seven faculty listed on the spreadsheet is available for ICCB review. Richland also relies on the HLC's expectation that faculty qualifications may be established through academic credentials, equivalent experience, or a combination of the two.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Richland Community College reviewed their cooperative agreement process, including ensuring links and applicable information were up to date.

Richland Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college's online course catalog directs students to the Office of Academic Services, which is the office responsible for handling the requests. All indicators of compliance and quality were met.

Compliance Recommendation: None.

10. Program Review/Results

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

five-year program review were identified. The ICCB commends the college's plan to include students in the program review process moving forward.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling

Richland 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 office provides comprehensive guidance to students and families on applying for financial aid, completing the FAFSA or Alternative Application, and understanding the impact of enrollment changes, eligibility requirements, and satisfactory academic progress. Staff are highly trained to help students explore all available financial aid options, including federal and state programs, as well as institutional and community-based scholarships.

To support communication and efficiency, the Financial Aid Office uses multiple tools, including institutional email, Microsoft Teams, Zoom, and the myRichland portal. Students receive timely email notifications when their FAFSA is received, aid is awarded, or existing awards are updated. Financial Aid staff continuously engage in professional development opportunities provided by federal, state, and national associations to stay informed of regulatory and procedural changes, ensuring compliance and quality service delivery.

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:

Richland Community College's Cohort Default Rate (CDR) has been 0.0% for each of the last three published cohort years. These rates were significantly influenced by the flexibilities implemented by Federal Student Aid in response to the COVID-19 pandemic. Beginning March 13, 2020, the U.S. Department of Education paused required payments

and interest accrual on eligible federally held student loans and suspended the collection of loans in default. During the repayment pause, borrowers with federal student loans were not required to make payments and did not enter default. As a result, the Fiscal Year (FY) 2020, FY 2021, and FY 2022 cohort default rates were substantially affected by these federal protections.

Richland Community College has maintained a partnership with Ascendium Education Solutions since 2019 to provide additional student loan repayment support and outreach to borrowers. Borrowers have access to resources and individualized assistance designed to help them understand their federal student loan obligations, explore affordable repayment options, and avoid delinquency and default. This partnership is particularly important as borrowers transition back into repayment following the expiration of the federal COVID-19 student loan flexibilities and as future CDRs begin to more accurately reflect post-pandemic repayment outcomes.

C: Career Placement

Richland Community College offers career counseling services to help new and returning students choose a career path and prepare for the workforce. The Career and Completion Coach provides individualized support and workshops focused on career exploration, resumé and cover letter writing, interview preparation, job search strategies, and internship opportunities. Students also benefit from the Success Closet, which provides free professional attire, and on-campus employment through the Federal Work Study program.

The Career and Completion Coach oversees all career services, coordinates the annual Career and Internship Fairs, and collaborates with Student Success Coaches to remove educational barriers. Moving forward, the college will continue assessing these services to ensure they remain accessible, effective, and aligned with student needs.

Compliance Recommendation: None.

D: Support Services

The college offers essential support services, including dedicated resources for veterans, students facing housing insecurity, and undocumented students. It aims to improve participation among underrepresented college groups such as minorities, women, and individuals with disabilities. Designated liaisons assist these students, and a Benefits Navigator helps determine eligibility for support programs.

The Academic Support Center (ASC) provides tutoring and focused programs, such as Passport Workshops for students in high-risk courses and "Launch into Success" Day for incoming dual-credit students, to build skills for college.

Going forward, the ASC plans to enhance services by expanding online tutoring, integrating more technology, and developing additional resources for students in challenging courses, reinforcing Richland's commitment to academic success and equitable support for all learners.

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 Richland Community College on October 22, 2025. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB

staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

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

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

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. This was done to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The credit hour claims 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 was reviewed on the dual credit population; this sample consisted of 452 students. During discussions, the college acknowledged that their protocols did not incorporate screening the grade level of dual credit students. The college is working to incorporate appropriate logic in the SU/SR reporting program.

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

For 26.4 percent of the Dual Credit sample, information was reported incorrectly on the SU/SR claim reports as the college is reporting dual credit students who are in the freshman and sophomore classes on the SU/SR claim reports. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement. The true error rate could range between 21 percent and 31 percent at the 95 percent confidence level.

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

College Response:

Richland's Information Systems team is implementing a new review method for dual credit students. The College went live on an upgraded ERP in March 2026. An analyst is building a report that will include dual credit students, their birthdates, and expected graduation years. This information will be used to verify their reimbursement status. The report will be built and available for use ahead of the Fall 2026 SU/SR reports.

Midterm Certification

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

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

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

Compliance Recommendation: The college must assure that faculty attest to a verification statement that is similar to: "I hereby certify that the above listed students, except those noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm and I have proper documentation to support this certification." The college must be able to provide, upon request, a hard-copy midterm class list printed out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.

College Response:

The process for submission of midterm grades by faculty includes the following steps:

- *Faculty submit their midterm grades in the student information system.*
- *The faculty member attests to this verification statement with an electronic signature: "I hereby certify that the above listed students, except those noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm. I have proper documentation to support this certification."*
- *The office of the Vice President of Student Success or the Registrar will be responsible for ensuring that attestations are collected for all sections.*

Evidence is available for ICCB upon request.

Student Residency

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded

instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

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

Compliance Recommendation: None.

2. Financial Planning

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

All college departments are included in the financial planning and accountability process. Documentation on the college's website confirms that the Board of Trustees meets and discusses financial conditions and strategies 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 2025, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall

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

Across the audit years, the number of findings and repeat findings showed a clear pattern. There were three findings in fiscal year 2021. In fiscal year 2022, there were five findings, including one repeat from fiscal year 2021. Fiscal year 2023 had eight findings, with four repeat findings, and the original fiscal year 2021 finding continued to recur. Fiscal Year 2024 contained six findings, including five repeats; again, the fiscal year 2021 finding persisted, and four of the repeated findings were the same ones that have been reappearing since fiscal year 2022. In fiscal year 2025, there were six findings, including five repeats, with four continuing from the group that has repeated since fiscal year 2022 and one that has been consistently present since fiscal year 2021. The persistent repeat finding pertains to the “Student Financial Aid Cluster”; the college did not update students’ enrollment status with the federal system on time or with the correct information, meaning changes such as drops, withdrawals, or reduced course loads were not reported promptly or accurately, which can affect federal financial aid records and compliance. Essentially, the college has repeated the same CAP each time for this finding from fiscal year 2022 to fiscal year 2025.

The fiscal year 2024 single audit was due to be submitted by 3/31/2025; the college did not submit this audit until 1/21/26 (297 days late). The fiscal year 2025 audit was due to be submitted by 3/31/2026; the college did not submit this audit until 6/3/26 (64 days late).

Compliance Recommendation: The college must meet the Single Audit deadlines. Compliance with the deadline is critically important for any entity that expends \$1,000,000 or more in federal awards annually. Failure to comply with the deadline can lead to severe consequences for the organization including jeopardizing the college’s ability to receive state and federal awards, as well as reputational harm. Also, the distribution of state payments to the community college system incorporates audited data from the colleges. The untimely audits are undermining the calculation and distribution of state funding to the Illinois Community College System.

College Response:

As of May 2026, outstanding audits have been completed and submitted. Richland does not anticipate any future issues with timely audit submissions.

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 2024-2026 Facilities Master Plan (FMP).

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 state statutes and administrative code at 23 Ill Adm Code 1501.803, certain employment contracts, including contracts for college presidents 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 (110 ILCS 805/3-65);
- 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 (110 ILCS 805/3-70);
- provide for 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 (110 ILCS 805/3-75);
- must, if it includes a provision for severance pay, 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. (5 ILCS 415/10).

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 provisions required by law, however, notice provisions were not fully compliant with the regulations. The June 2025 College Board of Trustees Regular meeting agenda does not address financial components of the contract. Furthermore, the published contract was not found on the college's website or within materials posted with the board meeting.

Compliance Recommendation: Pursuant to 23 Ill Adm Code 1501.803 (d) Public Notice, the college must document the proposed financial components of the contract and describe the action to be taken by the board in a published board item meeting per the Open Meetings Act requirements. The proposed contract must be posted to the district's official website either prior to the board meeting or, if not written prior to the board meeting, as soon as possible after board action.

College Response:

When the President's contract is presented for approval in FY27, the Board of Trustees will address the financial components of the contract as part of the meeting agenda, and the contract will be posted on the College website.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by Richland Community College were reviewed—generally this includes fiscal years 2021-2025 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

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

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Richland Community College's A1 submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2024 submission was finalized nearly two months past the reporting deadline. The submissions took between three and 11 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between three percent and nine percent. The proportion of records with Pell Recipient was about 25 percent across the five years reviewed. The proportion of records with Subsidized Stafford Recipient decreased to three percent in fiscal year 2025 from 10 percent in fiscal year 2021. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of the past five fiscal years; the fiscal year 2024 submission was finalized nearly one month late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Richland Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2024 submission was finalized three and a half weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to eight, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than two 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. Richland Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2024 submission was finalized three and a half weeks late. 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 three of the five years reviewed; the fiscal year 2025 and fiscal year 2023 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2024 submission was finalized 11 days late, and the fiscal year 2021 submission was finalized nearly four months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and there were no critical errors in the final submissions in five of the five years reviewed. Richland Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There has been consistency between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; there was a large discrepancy with the fiscal year 2025 submission (46 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Richland Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed and the proportion of records with unknown age was less than five percent across the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between four percent and 14 percent.

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

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

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2023 submission was finalized three days past the reporting deadline. The number of submissions required to finalize these data ranged from two 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 2023 submission was finalized 23 days past the reporting deadline. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Richland Community College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Richland Community College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, and Hispanic Employment Plan Survey, in four of the five years reviewed for the 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: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Richland Community College.

College Response:

As Richland implements components of its new ERP, timely report submissions will continue to be a priority.

Appendix A

Richland Community College (537) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (07/15)*	06/20/24	07/05/23	07/15/22	11/16/21	06/30/20
# Submissions to Final	3	1	3	4	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	787	572	1056	627	2270
Unduplicated Head Count	639	503	810	366	1540
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	4.57 percent	1.05 percent	3.98 percent	3.03 percent	4.27 percent
% Unknown Age in Final Submission no value or .	4.57 percent	1.05 percent	3.98 percent	3.03 percent	3.70 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.16 percent	0.53 percent
% Unknown Ethnicity in Final unknown	7.24 percent	3.50 percent	7.77 percent	14.19 percent	13.35 percent

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (08/01)*	07/22/24	09/25/23	07/27/22	09/22/21	07/14/20
# Submissions to Final	8	11	3	6	4
Timeliness	on time	54 days late	on time	on time	on time
Head Count (total incl. o hrs enroll.)	3756	3933	3570	3586	4245
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.02 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% o Cumulative GPA in Final Sub.	16.16 percent	16.70 percent	16.55 percent	15.76 percent	16.70 percent
% o Cumulative Hours in Final Sub.	14.32 percent	15.05 percent	14.34 percent	13.52 percent	14.65 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	4.31 percent	9.33 percent	6.61 percent	2.82 percent	4.38 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	23.72 percent	21.84 percent	24.23 percent	26.30 percent	28.69 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	3.27 percent	3.89 percent	4.31 percent	5.33 percent	9.99 percent

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

Annual Completions Data (A2)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	08/16/24	09/25/23	08/11/22	09/22/21	07/15/20
# Submissions to Final	3	8	2	2	4
Timeliness	on time	24 days late	on time	on time	on time
Record Count (duplicate completions)	666	793	806	895	830
Total Number of Completions from A1	N/A	773	771	871	792
More Completions on A2 than on A1 or Equal Number	N/A	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity in Final unknown	0.30 percent	0.63 percent	0.62 percent	1.34 percent	1.93 percent
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* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission (09/01)*	08/16/24	09/27/23	07/27/22	09/21/21	07/14/20
# Submissions to Final	2	2	1	2	1
Timeliness	on time	26 days late	on time	on time	on time
Head Count in Final Submission	3756	3933	3570	3586	4245
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (09/01)*	08/16/24	09/25/23	08/12/22	12/13/21	07/15/20
# Submissions to Final	2	4	4	4	4
Timeliness	on time	24 days late	on time	on time	on time
# Error Codes in Final Submission	1	0	1	0	0
# Critical Errors in Final Submission	1	0	1	0	0
% Records with Errors in Final Sub.	0.03 percent	0.00 percent	0.35 percent	0.00 percent	0.00 percent
% Dual Credit in Final	22.96 percent	18.76 percent	18.44 percent	14.69 percent	14.82 percent
% Remedial (PCS 14) in Final	3.87 percent	3.58 percent	3.08 percent	3.71 percent	4.53 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 <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	09/25/24	10/13/23	09/28/22	11/19/21	01/25/21
# Submissions to Final	4	6	4	2	5
Timeliness	on time	11 days late	on time	on time	116 days late
Head Count in Final Submission	2388	2214	2075	2252	2235
Discrepancy between E1 & Survey	+46	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.12 percent	0.09 percent	0.04 percent	0.04 percent	0.00 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (10/01)*	08/30/24	08/25/23	08/30/22	09/03/21	09/03/20
Timeliness	on time	on time	on time	on time	on time
Head Count	2342	2214	2075	2252	2235
Discrepancy between E1 & Survey	-46	0	0	0	0

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (11/01)*	10/11/24	10/17/23	10/06/22	11/19/21	09/09/20
Timeliness	on time	on time	on time	on time	on time

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	11/05/24	11/01/23	10/20/22	11/12/21	10/01/20
# Submissions to Final	2	2	3	2	3
Timeliness	on time	on time	3 days late	on time	on time
# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.73 percent	7.87 percent	7.19 percent	2.40 percent	4.40 percent
% Unknown Employment Class (8)	3.58 percent	5.91 percent	3.41 percent	1.20 percent	1.20 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission – (11/15)*	11/08/24	11/14/23	11/09/22	11/18/21	10/05/20
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	23 days late	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/04/24	12/07/23	12/15/22	01/13/22	12/08/20
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/04/24	12/07/23	12/15/22	01/13/22	12/08/20
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	202/0
Final Submission Varies See Note*	12/04/24	12/08/23	01/09/23	01/14/22	12/08/20
Timeliness	on time	on time	25 days late	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/04/24	12/07/23	12/15/22	01/13/22	12/08/20
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note**	12/04/24	12/07/23	12/15/22	N/A*	N/A*
Timeliness	on time	on time	on time	N/A*	N/A*

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

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

Underrepresented Groups Report

Fiscal Year Collected	2025	2024	2023	2022	2021
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Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission Varies See Note*	N/C**	01/31/24	02/09/23	01/31/22	02/01/21
Timeliness	N/C**	on time	on time	on time	on time

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

**Discontinued starting FY 25

Spring Semester Enrollment Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year <i>of Data</i>	2025	2024	2023	2022	2021
Final Submission (02/15)*	02/03/25	01/29/24	01/30/23	01/27/22	01/29/21
Timeliness	on time	on time	on time	on time	on time

*Due 02/17 in FY 25

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year <i>of Data</i>	2024	2023	2022	2021	2020
Final Submission – (6/15)*	06/13/24	06/14/23	06/16/22	06/09/21	06/08/20
# Submissions to Final	6	3	4	2	2
Timeliness	on time	on time	1 day late	on time	on time
# Error Codes in Final Submission	1	1	1	2	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	10.17 percent	13.57 percent	9.94 percent	7.34 percent	7.58 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	5.52 percent	4.71 percent	0.88 percent	1.60 percent	1.40 percent
% Unknown Employment Class (8)	3.78 percent	4.16 percent	2.05 percent	1.60 percent	3.37 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

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

Illinois Central College

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

Malcom X College

- Surgical First Assistant Certificate (33 credit hours)

Richard J. Daley College

- Electrical and Electronics Engineering Technology A.A.S. degree (61 credit hours)
- Electrical and Electronics Engineering Technology Certificate (30 credit hours)

Rock Valley College

- Industrial Systems Technology A.A.S. degree (60 credit hours)

Harry S Truman College

- Sign Language Interpretation A.A.S. degree (66 credit hours)

Harold Washington College

- Human Resources A.A.S. degree (61 credit hours)
- Sales A.A.S. degree (61 credit hours)
- Sales Certificate (33 credit hours)

BACKGROUND

Illinois Central College **Artificial Intelligence A.A.S. degree (60 credit hours)**

Program Purpose: The program will prepare individuals for entry-level employment and advancement opportunities across various industries in roles such as technicians or analysts who can support the development, implementation, and maintenance of Artificial Intelligence (AI) systems.

Catalog Description: The mission of the Artificial Intelligence program is designed to provide students with the foundational knowledge and practical skills required for careers in the rapidly evolving field of artificial intelligence.

Curricular Information: The curriculum requires 16 credit hours of general education coursework, and 44 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introductory databases, relational databases, computer security, Python programming, introductory artificial intelligence, machine learning using Python, data mining, computer vision, deep learning with neural networks, natural language processing, project management, UI/UX and accessibility for web design, three (3) credit hours in related technical electives, and a required capstone project in artificial intelligence. The curriculum was developed according to National Applied AI Consortium (NAAIC) guidelines. Assessment of student learning will be achieved through evaluation of the student's performance on the capstone project, which includes both a real-world project, live presentation/demonstration for student peers and faculty, as well as a portfolio review of artifacts of the student's achievement throughout the program.

Justification for Credit hours required: NA.

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

Diversity, Equity & Inclusion Efforts: Illinois Central College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. They currently employ departmental Recruitment and Retention Specialists who are tasked with utilizing multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college also employs Diversity Retention Coordinators to increase access to and the understanding of all the student support services available. The college offers a range of wraparound services and intrusive student services which includes follow up for at-risk students by faculty, student mentors, and advising staff. They participate in a variety of support programs including TRIO, Upward Bound, and the Workforce Equity Initiative. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. Faculty have access to classroom support through the Center for Teaching and Learning Excellence. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the information technology/AI field.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in additional educational programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of related information technology occupations is expected to increase by an average of 23% statewide through 2032.

Table 1: Employer Partners

Employers	Location
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Caterpillar	Peoria, IL
Web Professionals Global	Washington, IL
TADA	Peoria, IL
Pearl Technology	Peoria Heights, IL

Table 2: Projected Enrollments

AI A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	4	10	15
Part-Time Enrollments:	10	20	30
Completions:	<u>0</u>	<u>4</u>	<u>6</u>

Financial / Budgetary Information: Four (4) existing full-time faculty will be necessary to implement the program the first year. Qualified faculty will hold at least a Masters degree in Computer Science or closely related field, have at least 2-5 years of work experience, and one (1) year of teaching experience preferred. This program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Malcolm X College
Surgical First Assistant Certificate (33 credit hours)

Program Purpose: This program will prepare surgical technicians for advancement opportunities into the role of primary assistant to the surgeon during operative procedures in a variety of settings.

Catalog Description: The Surgical First Assistant Advanced Certificate prepares students to function as effective members of the surgical team by directly supporting surgeons before, during, and after operative procedures in high-pressure clinical environments. Students develop essential

skills in operating room preparation, patient positioning and draping, intraoperative assistance, tissue retraction, bleeding control, wound closure, sterile technique, and patient safety, with an emphasis on professionalism and compassionate care. The program provides hands-on training through simulation labs, surgical skills laboratories, and supervised clinical experiences at affiliated healthcare facilities. Upon completion, students are prepared to pursue entry-level surgical first assisting roles and contribute to safe, efficient surgical outcomes.

Curricular Information: The curriculum includes 33 credit hours of career and technical education coursework. Career and technical coursework includes instruction in foundations of surgical assisting, surgical anatomy and physiology, surgical techniques and instruments, introductory and advanced surgical simulation, introductory and advanced surgical clinical procedures, capstone in surgical technology, certification

preparation, and required clinical practicum in surgical technology. The program will prepare graduates for Surgical First Assistant (SFA) credentialing through the National Board of Surgical Technologists and Surgical Assisting (NBSTSA). The curriculum was designed according to Commission on Accreditation of Allied Health Education Programs (CAAHEP) with oversight of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Assessment of student learning will take place through a comprehensive disease portfolio, a practice Certification exam, and evaluation of the student's performance during their clinical practicum experiences by program faculty.

Accrediting Information: Malcolm X College is accredited by the Higher Learning Commission. The program follows the guidelines for program accreditation, although not required, by the Commission on Accreditation on Allied Health Education Programs (CAAHEP). The college intends to seek optional accreditation, and once earned, graduates will be eligible to sit for related industry credentialing examinations.

Justification for Credit hours required: The proposed program exceeds 30 credit hours in order to meet program accreditation and industry credentialing requirements for clinical experience. These guidelines include requiring specific clinical practicum and seminar coursework as reflected in the proposed curriculum.

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

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a training program for Surgical First Assistants within the City College district. Local labor market data suggest a strong need for individuals with this advanced credential. Statewide data from the Illinois Department of Employment Security (IDES) indicates a projected increase in the employment of "surgical technicians" by 3.2% statewide through 2032.

Table 1: Employer Partners

Employer	Location
University of Chicago Hospital	Chicago, IL
Rush University Medical Center	Chicago, IL
Northwestern Memorial Hospital	Chicago, IL
Advocate Illinois Masonic Medical Center	Chicago, IL
John H. Stroger Hospital of Cook County	Chicago, IL

Table 2: Projected Enrollments

Surgical First Assistant Certificate		First Year	Second Year	Third Year
Full-Time	Enrollments:	10	15	20
Part-Time	Enrollments:	-	-	-
Completions:		10	15	20

Financial / Budgetary Information: The programs will require two (2) existing part-time faculty the first year. Qualified faculty will hold at least an Associates degree in Surgical Technology, hold Certified Surgical First Assistant (CSFA) credentials, have at least one (1) year work experience as a CSFA, one (1) year work experience as a surgical technologist, and at least one-two (1-2) years teaching experience. Costs to implement the program relate primarily to faculty, equipment and supplies. Facilities, including lab space, comply with accreditation guidelines and are currently in place, pending the accreditation site visit. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$26,000	\$26,000	\$26,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$10,000	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (consumable supplies)	\$5,000	\$5,000	\$5,000
TOTAL NEW COSTS	\$41,000	\$31,000	\$31,000

Table 4: Faculty Requirements

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

Richard J. Daley College
Electrical and Electronic Engineering Technology A.A.S. (61 credit hours)
Electrical and Electronic Engineering Technology Certificate (30 credit hours)

Program Purpose: These programs will prepare students for entry-level employment and advancement opportunities as electrical and electronic engineering technicians.

Catalog Description: Electrical and Electronic Engineering Technology A.A.S. – The Associate in Applied Science in Electrical and Electronics Engineering Technology provides comprehensive preparation for advanced technical careers involving the design, integration, operation, and management of electrical, electronic, and automated systems. In addition to advanced technical coursework, students develop analytical, communication and problem-solving skills that support leadership and career progression. Graduates are prepared for positions such as electrical engineering technician, automation technician and field service technician while also gaining a strong academic foundation for transfer into related bachelor's degree programs.

Catalog Description: Electrical and Electronic Engineering Technology Certificate – The Advanced Certificate in Electrical and Electronics Engineering Technology builds upon foundational electrical skills by developing higher-level competencies in industrial automation, PLC programming, digital and analog electronics and industrial computer systems. The program prepares students for skilled technician roles responsible for installing, operating, maintaining, and troubleshooting automated electrical and electronic systems in manufacturing, utilities, transportation, and related industries. Graduates are positioned for career advancement and continued study toward the Associate in Applied Science degree.

Curricular Information: Electrical and Electronic Engineering Technology A.A.S. - The curriculum includes 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical coursework includes instruction in computer operations, introductory/intermediate/advanced levels of advanced manufacturing, robotics, introductory/advanced levels of power systems, introductory/intermediate/advanced levels of electrical and electronic circuits, industrial electricity, motors, introductory/advanced levels of programmable logic controllers, and maintenance technologies.

Curricular Information: Electrical and Electronic Engineering Technology Certificate – This curriculum includes a 30-credit hour subset of coursework from the A.A.S. degree.

Assessment of student learning in the proposed programs will be achieved through evaluation of a comprehensive project by program faculty. Both programs will prepare individuals for multiple industry-recognized credentials through the National Coalition of Certification Centers (NC3) Certifications related to electrical and electronic technology. These certifications are optional but provide individuals with credentials recognized nationally by employers across a variety of industries.

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

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

Diversity, Equity & Inclusion Efforts: City Colleges of Chicago is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students across the City is a key part of the District's equity plan. Offering programs across multiple institutions across the District helps provide students from all geographically and economically diverse areas have equitable access to training considered in demand throughout the City. The colleges currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The colleges continue to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The colleges regularly promote programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The colleges continue their efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The colleges will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from employers within industries who utilize electrical and electronic engineering technicians and related skills.

Supporting Labor Market Data (including employer partners): Labor market information supports the interest in and the need for individuals trained in this field and with these skills. According to the Illinois Department of Employment Security (IDES), an increase in employment of “electrical and electronic technicians” is around 2.4% statewide through 2032. Nationally, the increase is expected to be around 11% through 2033.

Table 1: Employer Partners

Employer	Location
Dearborn Tool & Manufacturing	Burr Ridge, IL
Calumet Area Industrial Commission	Calumet City, IL
Bedford Park-Clearing Industrial Association	Bedford Park, IL
National Coalition of Certification Centers (NC3)	Pleasant Prairie, WI

German American Chamber of Commerce of the Midwest	Chicago, IL
Illinois Manufacturers Association (IMA)	Springfield, IL

Table 2: Projected Enrollments

Electrical & Electronic Eng Tech A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	30
Part-Time Enrollments:	10	15	30
Completions:	-	5	10

Electrical & Electronic Eng Tech Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	30
Part-Time Enrollments:	10	15	30
Completions:	-	15	30

Financial / Budgetary Information: Qualified faculty will hold at least an Associates degree in Electrical Engineering Technology or a closely related field, have at least two (2) years work experience, and two (2) years teaching experience preferred. Resources such as classroom space, equipment, and software will be shared with existing engineering technology-related curricula currently being offered. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information (both programs)

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

Table 4: Faculty Requirements (both programs)

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

Rock Valley College
Industrial Systems Technology A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as industrial technicians where mechanical, electrical, fabrication, digital, transportation, and operational skills are needed to install, maintain and repair intersectional/interdisciplinary systems.

Catalog Description: Today's industrial systems require technicians who understand how systems integrate across mechanical, electrical, fabrication, transportation, and networked technologies. The Industrial System Technology A.A.S. degree prepares students for interdisciplinary careers in modern industrial settings by providing a broad foundation in applied technical skills and systems thinking. Students will develop competencies in fabrication processes, industrial equipment, electrical fundamentals, automotive systems, machining, and industrial troubleshooting. The program emphasizes safety, print and

schematic interpretation, problem solving, and hands-on technical applications. Graduates are prepared to enter the workforce with adaptable skills that support evolving technologies across multiple industrial sectors.

Curricular Information: The curriculum requires 15 credit hours of general education coursework, 16 credit hours of required career and technical coursework, and 29 credit hours in related career and technical education specialty coursework. The career and technical core includes instruction in introductory welding, mechanical systems, electrical systems, welding, introductory computer-aided drafting (CAD), print reading, introductory computers and information systems, and workplace ethics. The career and technical specialty coursework includes completion of one of the following related Certificate programs: Industrial Welding, Advanced Welding, Automotive Maintenance, Network Technician, Manufacturing Associate, or Mechatronics Fundamentals. Assessment of student learning will be achieved through evaluation of an educational portfolio containing artifacts of the student's achievement throughout the program.

Upon completion of the proposed degree program, students, having completed one of the required Certificates/specialty coursework areas, will be prepared with at least one of the following industry-recognized credentials: American Welding Society (AWS) certifications in SMAW, GMAW and GTAW (Industrial Welding); FANUC Arc Welding Certification (Advanced Welding); National Institute for Automotive Service Excellence (ASE) certifications in Brakes, and Steering and Suspension (Automotive Maintenance); CompTIA A+ Network Technician Certification (Network Technician); National Institute of Metalworking (NIMS) CNC Level I, Certified SolidWorks Associate (CSWA), and Certified SolidWorks Professional (CSWP) (Manufacturing Associate); and Certified SolidWorks Associate (CSWA) (Mechatronics Fundamentals).

Justification for Credit hours required: NA.

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

Diversity, Equity & Inclusion Efforts: RVC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. One of the existing certificate programs that ladders into the proposed degree was funded and developed through the Workforce Equity Initiative (WEI) Grant and is comprised of at least 60% African American students. Efforts include improving promotion of the TRIO program; utilizing Student Success Counselors once students have enrolled in the program; hiring a homeless student liaison, and enlisting peer mentors. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, offering Universal Design Learning opportunities, and providing access to DEI support activities throughout the year. RVC faculty have access to professional development funds for additional DEI training that supports their individual instructional needs. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the individuals employed locally across businesses that utilize industrial systems technology.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in additional educational programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of related industrial technology occupations is expected to increase between 4 - 18% statewide through 2032.

Table 1: Employer Partners

Employers	Location
Woodward, Inc.	Loves Park, IL
Collins Aerospace	Rockford, IL
Rock River Valley Tooling & Machining Assoc.	Multiple locations/Rockford, IL
Henning, Inc.	Machesney Park, IL

Anderson Rock River Ford Career Education Association of North Central Illinois	Rockford, IL Multiple locations/RVC District
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Table 2: Projected Enrollments

Industrial Systems Tech A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	4	4	4
Part-Time Enrollments:	10	10	10
Completions:	0	7	14

Financial / Budgetary Information: Fifteen (15) existing full-time faculty and 10 existing part-time faculty will be necessary to implement the program the first year. Qualified faculty will hold at least a Associates degree in the discipline-specific field, hold the appropriate industry credential for instructors, have at least 2-5 years of work experience in the specific field, and one (1) year of teaching experience preferred. This program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	0	0	0	0	0
Existing Faculty	15	10	15	10	15	10

Harry S Truman College
Sign Language Interpretation A.A.S. (66 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment in American Sign Language (ASL) interpreting in either community-based or educational settings.

Catalog Description: The A.A.S. in American Sign Language Interpretation prepares students for entry-level interpreting in community and educational settings through a Deaf-centered, culturally responsive curriculum. Students build intermediate-to-advanced ASL proficiency; develop strategies for supporting visual, bilingual learning; and gain experience interpreting in K-12 environments. Emphasis is placed on navigating linguistic and cultural differences, working collaboratively with Deaf community members, and demonstrating professional behaviors such as teamwork, ethical practice, and self-advocacy. Graduates leave with strong foundational interpreting skills and the ability to support equitable communication access across diverse contexts.

Curricular Information: The curriculum includes 15 credit hours of required general education coursework and 51 credit hours of career and technical education coursework. Career and technical coursework includes instruction in ASL Novice, Intermediate, and Advanced levels, foundations of interpreting, ethics for interpreters, issues and trends in the Deaf community, beginning and intermediate levels of consecutive interpreting, simultaneous interpreting, educational interpreting, foundations of translation, the educational system and the Deaf learner, English skills development for interpreters, and a

required practical learning experience in ASL interpreting. Assessment of student learning will be achieved through evaluation of the student's performance in the practical learning experience by program faculty.

The proposed program will prepare students for required licensure through two pathways options. Pathway one requires completion of the Board for Evaluation of Interpreters (BEI) through the Illinois Deaf and Hard of Hearing Commission (IDHHC). This pathway to credentialing requires completion of a Test of English Proficiency (TEP), which evaluates writing and English skills; and the performance-based BEI Basic exam. Once both are passed, at a specific level, candidates can apply for their Illinois Interpreter License through the Illinois Department of Finance and Professional Regulation (IDFPR). This license is required for students to work in community-based organizations and in educational settings. For students who want to work in K-12, a second pathway to licensure is available. Students can work through the Illinois State Board of Education (ISBE) to take the Educational Interpreter Performance Assessment (EIPA) through the Boys Town National Research Hospital. Credentialing through IDHHC prepares for both community-based and educational employment, while the Boys Town pathway prepares specifically for K-12 educational settings.

Accrediting Information: Harry S Truman College is accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Justification for Credit hours required: The proposed programs exceed 60 credit by six (6) credit hours to meet the requirement for extensive skills-based learning experience necessary to achieve licensure in the State of Illinois.

Diversity, Equity & Inclusion Efforts: City Colleges of Chicago is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students across the City is a key part of the District's equity plan. Offering programs across multiple institutions across the District helps provide students from all geographically and economically diverse areas have equitable access to training considered in demand throughout the City. The colleges currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The colleges continue to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The colleges regularly promote programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The colleges continue their efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The colleges will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from local employers who utilize ASL interpreting services.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "interpreters and translators" is expected to increase by 1% statewide through 2032.

Table 1: Employer Partners

Employer	Location
Mayor's Office for People with Disabilities	Chicago, IL
Chicago Public Schools	Chicago, IL
Illinois Dept. of Human Services-Division of Rehab Services	Chicago, IL
Illinois Center for Rehabilitation & Education	Chicago, IL
Chicago Hearing Society	Chicago, IL
My MMX DeafBlind	Multiple locations /Chicago, IL

Table 2: Projected Enrollments

Sign Language Interpretation A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	12	28	40
Part-Time Enrollments:	12	18	24
Completions:	-	-	19

Financial / Budgetary Information: Qualified faculty will hold at least a Masters degree in American Sign Language or a Linguistics field with a focus in ASL, hold a valid Illinois interpreters license at the Master proficiency level, American Sign Language Teachers Association (ASLTA) Certification preferred, have three-five (3-5) years work experience, and at least one (1) year teaching experience preferred. Costs for new full- and part-time faculty, equipment, room modifications, and interpreting skills software licensing is reflected in the estimated budget. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$85,000	\$160,000	\$245,000
Administrator Costs	-	-	-
Other Personnel Costs (Program Coordinator)	\$80,000	\$80,000	\$80,000
Equipment Costs	\$40,600	\$5,000	\$5,000
Library/LRC Costs	\$5,000	\$2,500	\$2,500
Facility Costs (Room modifications)	\$5,000	\$2,500	\$2,500
Other (Software licenses)	\$4,800	\$7,200	\$9,600
TOTAL NEW COSTS	\$220,400	\$257,200	\$344,600

Table 4: Faculty Requirements

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

Harold Washington College
Human Resources A.A.S. (61 credit hours)

Program Purpose: This program will prepare students for entry-level employment and advancement opportunities in the field of human resources across a variety of environments.

Catalog Description: The A.A.S. in Human Resources prepares students for entry-level HR and people-operations roles in business, nonprofit, government, healthcare, and educational settings. Students learn the fundamentals of human resources management, staffing and recruitment, compensation and benefits, labor and employee relations, employment law and compliance, and professional business communication. Emphasis is placed on working with a diverse workforce, maintaining confidential employee records, supporting onboarding/orientation, and using office/HR technology common to today's workplaces.

Curricular Information: The curriculum includes 15 credit hours of required general education coursework and 46 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory business, human resources management, labor relations, organizational behavior, compensation and benefits, human resources planning and staffing, corporate organization and business processes, financial accounting, business communications, introductory project management, data visualization and presentation for business, legal and social environment of business, and technical elective options in managerial accounting, human resources marketing, or computer

applications for business. Assessment of student learning in the proposed program will be achieved through evaluation of the student's performance in the applied capstone project by program faculty.

Accrediting Information: Harold Washington College is accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Justification for Credit hours required: The proposed A.A.S degree exceeds 60 credit hours by one (1) credit hour which includes technical elective options that will allow students to specialize and advance their skills in one of three areas identified as important by local employers and those involved in program development.

Diversity, Equity & Inclusion Efforts: City Colleges of Chicago is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students across the City is a key part of the District's equity plan. Offering programs across multiple institutions across the District helps provide students from all geographically and economically diverse areas have equitable access to training considered in demand throughout the City. The colleges currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The colleges continue to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The colleges regularly promote programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The colleges continue their efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The colleges will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds among human resource managers and specialists of local employers.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to human resources is expected to increase by an average of 4.1% statewide through 2032.

Table 1: Employer Partners

Employer	Location
Oracle	Chicago, IL
ArroyoWest Management	Chicago, IL
Chicago Transit Authority	Chicago, IL
Cedar Electronics	Chicago, IL
HG Technical Consultants	Chicago, IL
City Colleges of Chicago-Human Resources Dept.	Chicago, IL

Table 2: Projected Enrollments

Human Resources A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	40
Part-Time Enrollments:	10	15	20
Completions:	-	10	20

Financial / Budgetary Information: The program will require two (2) existing full-time and three (3) existing part-time faculty the first three year. Qualified faculty will hold at least a Masters degree in Human Resources or a closely related field, have at least one (1) year work experience in human resources, and at least one (1) year teaching experience. No new equipment nor new facilities space are needed to support the program. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Harold Washington College
Sales A.A.S. (61 credit hours)
Sales Certificate (33 credit hours)

Program Purpose: These programs will prepare students for entry-level employment and advancement opportunities in the field of sales across a variety of business environments.

Catalog Description: Sales A.A.S. – The AAS in Sales prepares students for professional selling, inside sales, customer success, and account-support roles in Chicago’s service, retail/omnichannel, logistics, and B2B sectors. Students learn how to prospect and qualify customers, conduct needs-based sales conversations, deliver value-focused presentations, and use customer relationship management (CRM) and business communication tools to document activity and support revenue growth. The curriculum emphasizes ethical selling, working with diverse customers, and collaborating with marketing and operations. Graduates are prepared for positions such as inside sales representative, account representative, customer success/client services representative, or sales operations/support specialist, and may advance to territory or key account roles with experience. All courses in the Advanced Certificate in Sales apply toward this degree.

Catalog Description: Sales Certificate – The Advanced Certificate in Sales is designed for individuals currently working in sales or customer-service roles—and for students seeking a short-term credential—who want to strengthen skills in prospecting, presentation, negotiation, and CRM/sales technology. The certificate provides practical, employer-validated training that can lead to immediate workplace application or promotion. This certificate is fully stackable; all courses apply towards the AAS in Sales, giving students a clear pathway from short-term training to the full degree.

Curricular Information: Sales A.A.S. - The curriculum includes 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introductory business, marketing, selling, digital literacy for business, introductory project management, business communications, collaborative selling and organizational dynamics, sales strategy and pipeline development, customer relationship management (CRM) and sales operations, account management and customer success, AI (artificial intelligence) tools for sales and marketing operations, customer insight, value messaging, and pitching, a required capstone project in applied selling, and technical elective options in small business, entrepreneurship, sales management or sales analytics and forecasting.

Curricular Information: Sales Certificate – This curriculum includes a 33-credit hour subset of coursework from the A.A.S. degree.

Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance in the applied capstone project by program faculty.

Accrediting Information: Harold Washington College is accredited by the Higher Learning Commission. No further specialized program accreditation is required.

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

The proposed Certificate exceeds 30 credit hours by three (3) credit hours. The additional credits support a more comprehensive, workforce-aligned sales curriculum that includes skill-building in areas such as relationship management, customer insights, technology/CRM-enabled selling, and applied learning to meet employer expectations and produce job-ready completers.

Diversity, Equity & Inclusion Efforts: City Colleges of Chicago is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students across the City is a key part of the District's equity plan. Offering programs across multiple institutions across the District helps provide students from all geographically and economically diverse areas have equitable access to training considered in demand throughout the City. The colleges currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The colleges continue to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The colleges regularly promote programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The colleges continue their efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The colleges will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from local employers who utilize sales skills.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to sales is expected to increase by an average of 2.4% statewide through 2032.

Table 1: Employer Partners

Employer	Location
Allstate Insurance Company	Chicago, IL
Kindred Hospitality Partners	Chicago, IL
World Business Chicago	Chicago, IL
Coghill Capital	Chicago, IL
Freetime Fun	Batavia, IL
AAR World HQ	Woodale, IL

Table 2: Projected Enrollments

Sales A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	30
Part-Time Enrollments:	5	10	15
Completions:	-	10	15

Sales Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	30

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Part-Time Enrollments:	5	10	15
Completions:	8	12	20

Financial / Budgetary Information: The programs will require three (3) existing full-time and four (4) existing part-time faculty the first three year. Qualified faculty will hold at least a Masters degree in Sales, Marketing or a closely related field, have at least one (1) year work experience with experience in sales, and at least one (1) year teaching experience. No new equipment nor new facilities space are needed to support the program. The programs will be supported fiscally through student tuition and fees.

Table 3: Financial Information (both programs)

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

Table 4: Faculty Requirement (both programs)

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

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Minutes of the
471st Meeting of the
Illinois Community College Board

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

June 5, 2026

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 5, 2026, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Sylvia Jenkins called the Board meeting to order at 9:08 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Hector Garcia, George Evans, Jeanne McDonald, Maureen Banks, Allison Meese, student member, Larry Peterson, An-Me Chung, Mara Botman, and Lisa Dziekan. A quorum was declared. Marlon McClinton and Teresa Garate were not present.

Item #2 - Announcements and Remarks by Board Chair

Chair Sylvia Jenkins welcomed everyone to the June Meeting, which is held in conjunction with the IL Community College Trustees Association and IL Council of Community Colleges Presidents meetings. She thanked everyone for their commitment to another successful academic year for community colleges, where we served over half of the undergraduate students in the state. She went on to congratulate colleges on graduating thousands of students, awarding credentials, supporting transfers, and preparing students for careers.

The IL General Assembly concluded the spring legislative session. On behalf of the ICCB and community college system, Chair Jenkins thanked Governor Pritzker, legislative leaders, and members of the General Assembly for their continued support of higher education and workforce development. She also thanked college presidents, trustees, students, and ICCB staff for their advocacy efforts throughout the session. She emphasized the importance of maintaining strong relationships with policymakers. There was significant progress made this year on Community College Baccalaureate legislation. The legislation advanced out of the Executive committee and had over 60 sponsors in the House. The staff and the colleges pulled together a letter of support that included nearly 140 employers and employer organizations. The legislation will be brought back during veto session. Chair Jenkins also thanked Representative Tracey Katz-Muhl who worked tirelessly to get this bill moved forward.

Dr. Jenkins concluded her report by announcing a few retirements in the system. Charlotte Warren – retiring June 30th after 20 years as LLCC president, and is giving up the title of the longest serving president to her successor (Curt Oldfield, who takes over at LLCC on July 1st and has served for 13 years in the presidency at Spoon River College). David Hellmich from Sauk Valley Community College retired on May 31st. Chris Kuberski retires from Highland Community College on June 30th. Ryan Gower, Chancellor of Illinois Eastern Community Colleges retires on June 30th.

Chair Jenkins went on to introduce the incoming new student Board member who will begin her term on July 1, 2026. Vrunda Patel from College of DuPage will serve as the AY27 ICCB Student Board Member.

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Ms. Patel, a cybersecurity major, is an active student leader serving as the Outreach and Marketing Officer for College of DuPage's Cyber Club, Secretary for College of DuPage's Hindu Student Association, and Student Representative on College of DuPage's Student Leadership Council. She also works as a Physics Lab Assistant at College of DuPage. She is passionate about student advocacy and ensuring that community college students across Illinois have a strong, meaningful voice at the state level.

Item #2.1 - Nomination of the Illinois Community College Board Vice Chair

Larry Peterson made a motion, which was seconded by An-Me Chung, to nominate Board member Teresa Garate as the Vice Chair of the Illinois Community College Board. Seeing as there were no other nominations, Mara Botman made a motion, which was seconded by Maureen Banks, to close the floor for nominations:

A voice vote was taken with the following results:

Maureen Banks	Yea	Hector Garcia	Yea
Mara Botman	Yea	Jeanne McDonald	Yea
An-Me Chung	Yea	Larry Peterson	Yea
George Evans	Yea	Allison Meese	Yea
Lisa Dziekan	Yea	Sylvia Jenkins	Yea

The motion was approved. 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 budget was passed at about 2:00a, with the Governor expected to sign it soon. The PATH program was cut, but there was \$18M over five years provided in Rural Transformation grants that will support healthcare funding. Federal changes included new grant conditions, student loan changes, and accreditation rules. The Governor signed an Executive Order on statewide capability, and the Board of Higher Education and Department of Commerce are co-chairing this initiative. There was a strong partnership between the ICCB, trustees, presidents, and faculty in advocating for the community colleges.

Item #4.1 - Federal Issues Impacting Community Colleges: A Year in Review and Emerging Challenges Ahead

Chair Jenkins stated that many had the opportunity to meet Amanda Fuchs Miller last year during the Board meeting at Kaskaskia. Amanda is President of Seventh Street Strategies and a nationally recognized higher education policy and advocacy leader with extensive experience across the White House, Congress, federal agencies, and the nonprofit sector. Most recently, she served in the Biden-Harris Administration as Deputy Assistant Secretary for Higher Education Programs at the U.S. Department of Education, overseeing more than \$3.6 billion in annual grant programs supporting colleges and universities nationwide. She also served as Acting Deputy Assistant Secretary for Policy, Planning and Innovation, helping to lead the Department's work on federal regulations and accreditation policy. The agency hired Amanda to help navigate the multitude of federal issues that are coming at us from the Trump administration. She has provided strategic guidance on issues including the evolving DEI and equity policy landscape, Minority Serving Institutions (MSIs), TRIO grants, Workforce Pell implementation, accreditation developments, accountability expectations, and federal policy and regulatory changes impacting community colleges. She then provided 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 #5 – Acknowledgments

Item #5.1 - Patricia Joan Murphy, President, Illinois Community College Trustees Association

Dr. Jenkins presented Patricia Joan Murphy, outgoing President, Illinois Community College Trustees Association, with a certificate of recognition for her service to the Board and system and expressed appreciation for her efforts this past year. Patricia Joan “Trish” Murphy, a dedicated public servant, community advocate, and champion for Illinois community colleges for her past year of service as the President of the ICCTA. Her leadership within the Illinois Community College Trustees Association has included service as Chair of Government Relations and Public Policy, Secretary, Vice President, and currently President of the association. In addition to her local service, Trish is a respected leader in higher education advocacy across Illinois and beyond. As a trustee for Moraine Valley Community College, she has been a strong voice for student success and workforce development. Through her work with ICCTA and the Association of Community College Trustees, Trish has advocated tirelessly on behalf of Illinois’ 45 community colleges and the students they serve, helping elevate the importance of accessible, affordable higher education at both the state and national levels. ICCB recognizes Trish’s service to the community college system as well as her outstanding leadership and contributions to Illinois community colleges and communities across our state.

Item #6 - Illinois Community College Trustees Association

Mr. Jim Reed began by stating on May 6-7, the ICCTA held their Lobby Day & ICCTA Meetings at The Pasfield House in Springfield, IL. The trustees are also currently having their Annual convention June 5-6 at the Westin in Lombard, along with their awards banquet held the evening of June 5 where presidents, trustees, faculty, and community leaders will be honored. During the meetings, there will be three keynote speakers, which includes Chair Sylvia Jenkins, along with the president from ACCT, and Dr. Harriett Pollard. The trustees thanked everyone involved who helped pass the budget. Presidents and trustees need to continue to have conversations with Legislators regarding community college issues.

The newly elected Trustee officials will be Sean Gold from Highland Community College will be the new President, Bob Cam from Kishwaukee community College will be vice president, Amanda Holland from the College of Lake County will be the secretary, and Laura Wiegh from Kaskaskia College will be the treasurer.

Item #5.2 - Dr. Avis Proctor, President, Illinois Council of Community College Presidents

Dr. Jenkins presented Dr. Avis Proctor, outgoing President, Illinois Council of Community College Presidents, with a certificate of recognition for her service to the Board and system and expressed appreciation for her efforts this past year. Dr. Avis Proctor is President of Harper College and a nationally respected leader in higher education with extensive experience advancing student success, workforce development, and equitable access to education. Since becoming president in 2019, she has led Harper College through significant growth in enrollment, innovation, and community partnerships while strengthening the college’s role as a regional workforce and economic development leader. Dr. Proctor previously served in senior leadership roles at Broward College in Florida, including Provost and Senior Vice President for Academic Affairs, and has been a strong advocate nationally for community colleges and their critical role in social and economic mobility. This past year she has led the Presidents as Chair of the Council, and has led the charge on the Community College Baccalaureate, discussions around common course numbering, and building bridges between the public university leadership and the community colleges.

Illinois Council of Community College Presidents

Dr. Avis Proctor stated some highlights on the work the presidents have been doing at the state and federal levels. They have had successful collaborations with high schools and have met with the superintendents across the state. They've had guest speakers that have given presentations to illuminate the rules the govern the work they perform.

Item #5.3 - Ms. Allison Meese, Outgoing IL Community College Student Board Member

Dr. Jenkins presented Allison Meese, Outgoing IL Community College Student Board Member, with a certificate of recognition for her service to the Board and system and expressed appreciation for her efforts this past year. Allison Meese is a sophomore in the Ag Transfer program at Lake Land College. She is planning to transfer to Oklahoma State University for a bachelor's in agriculture education. Allison is from Robinson, Illinois, where her family raises and shows boer goats. At Lake Land, she is involved in Student Government, Student Activity Board, Ag Transfer Club, Collegiate, Farm Bureau, and competes in Professional Agriculture Student competitions. On SAC, she serve as the liaison to the Board and was involved in finalizing Advocacy Day plan, where the students advocate for CCB, Student wrap around services, and community college funding.

Item #6 - Advisory Organizations

Illinois Community College Faculty Association

Dr. Julia diLiberti, Interim president of the ICCFA, along with Dr. Melanie Eddins-Spencer from Prairie State who is the Vice-President of the ICCFA, gave the report. The annual conference is back this year and it is taking place at Sandburg College in Galesburg on November 12. Administrators, trustees, and faculty are encouraged to attend. They will learn from the work and pedagogy of others across the state. This year, the ICCFA had an unusually large pool of applicants for our faculty grants. Typically, the ICCFA awards four \$2500 grants a year, but this year 8 were awarded since last year. Of the 45 community colleges across the state, applications came in from only 9 for grant funds.

Student Advisory Council

Ms. Allison Meese stated their Advocacy Day was held on April 16th in Springfield and discussed their legislative priorities. One of the highlights of the academic year was the April ICCB Student Access Day at the IL State Capitol and was attended by several 100 students. Student priorities include the authorization of the community college baccalaureate, increase support services and continued investment in community college funding. Students had the chance to hear from legislators who took the time to learn about these priorities.

Illinois Community College System Foundation

Dr. Barry Hancock stated that the foundation has worked with ICCB and the Governor's Office as fiscal agent for several statewide education initiatives. They support long-term student success strategies and has helped position the community colleges as key intermediaries. The foundation has also issued \$250,000 in scholarships and is planning future collaborations.

The Board took a break at 10:22 and returned at 10:30 a.m.

Item #7 - Committee Reports

Item #7.1 - Academic, Workforce, and Student Support

The committee met on Friday, June 5th at 8:00 a.m. with the following members present: Jeanne McDonald, Maureen Banks, and Allison Meese. The committee discussed: Academic Affairs-Developmental Education Follow-up and Mental Health Update; Workforce Education-Priorities in Workforce Education; High School Equivalency-HiSET® Price Increase~ Board Action Item; and New Units.

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

The committee met on Friday, June 5th at 8:00 a.m. with the following members present: George Evans, Hector Garcia, Lisa Dziekan, Mara Botman and Larry Peterson. The committee discussed: Spring 2023 Legislative Update; Marketing & Communications Update; ICCB 2022 Dual Credit Report; SAT Placement; Validity Study Update; Authorization to Enter into Contracts and Transfer Funds Among Lines; and FY 24 Budget Update.

Item #7.2a – Legislative and FY27 Budget Update

Jennifer Franklin, Deputy Director for Finance and Operations, provided a presentation during the board meeting that highlighted the fiscal year 2027 budget for higher education. Matt Berry also provided a presentation on significant higher education legislation adopted during the Spring 2026 session.

Item #8 - New Units

Item #8.1 – Rend Lake College

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

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

PERMANENT PROGRAM APPROVAL

Rend Lake College

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

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

Item #9 - recognition

Item #9.1 – College of Lake County and Oakton Community College

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

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

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

Item #10 - Adoption of Minutes

George Evans made a motion, which was seconded by Hector Garcia, to approve the following item:

Item #10.1 - Minutes of the March 27, 2026 Board Meeting

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

Item #10.2 - Minutes of the March 27, 2026 Executive Session

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

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

Item #11 – consent agenda

Maureen Banks made a motion, which was seconded by An-Me Banks, to approve the following items:

Item #11.1 - Revised Calendar Year 2027 Board Meeting Dates and Locations

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 - Adjustment of Salary Range Ceilings

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

Item #11.3 - Cost of Living Increase

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 - Authorization to Enter into Interagency Contracts and/or Agreements

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.

Item #11.5 - Authorization to Transfer Funds Among Line Items

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

Item #11.6 - Authorization to Enter into Contracts for Office Operations

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

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<u>Funding Source</u>	<u>Contractor</u>	<u>Estimated Amount*</u>	<u>Contract Period</u>	<u>Description</u>
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	<i>Sole Source Provider:</i> High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	\$28,080	7/01/26 – 6/30/27	<i>Sole Source Provider:</i> Data submission to feds
GRF/Allocated	Sorling Northrup	\$40,000	7/01/26 – 6/30/27	<i>Sole Source Provider:</i> ICCB Legal Services
EDP	Executive Information Systems	\$25,572	7/01/26 – 6/30/27	<i>Master Contract:</i> SAS Server License
EDP	ESI Services, LLC	\$20,236	7/1/26 – 6/30/27	<i>Sole Source Provider</i> Annual Silver Lever Support COBOL-IT
GRF	Crowe LLP	\$66,100	7/1/26 – 6/30/27	<i>Master Contract:</i> FY26 GAAP Package Preparation
GED/GRF	GED Testing Services, LLC.	\$400,000	7/01/26 – 6/30/27	<i>Sole Source Provider:</i> 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.

Item #11.6 - Authorization to Enter into Contracts for Office Operations

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

<u>Funding Source</u>	<u>Contractor</u>	<u>Estimated Amount*</u>	<u>Contract Period</u>	<u>Description</u>
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 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #11.7a - Dual Credit

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

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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

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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;

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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 20252018), with no later editions or amendments, available from the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411.
- b2) 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)]
- 1A) 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 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

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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.
- 4B) High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection (b)(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 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 requirements 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~~

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- ~~• 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) ~~The community 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) ~~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.

4) 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.

c3) 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.

d4) 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.

e5) 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)]

f6) 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+10 ILCS 27]*

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

A) *the establishment of the school district's and the community*

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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;*

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- 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)]*

43) *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*

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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*

75) 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

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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*

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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

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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.~~
- m) 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,

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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 _____)

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

Item #12 - Information Items

There was no discussion.

Item #12.1 - Fiscal Year 2026 Financial Statements

Item #12.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #12.3 - Fiscal Year 2024 Dual Credit Report

Item #13 - Other Business

There was no other business.

Item #14 - Public Comment

Item #15 - Executive Session

George Evans made a motion, which was seconded by Lisa Dziekan, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters** 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	Hector Garcia	Yea
Mara Botman	Yea	Jeanne McDonald	Yea
An-Me Chung	Yea	Larry Peterson	Yea
George Evans	Yea	Allison Meese	Yea
Lisa Dziekan	Yea	Sylvia Jenkins	Yea

The motion was approved. Student Advisory vote: yes. The Board entered executive session at 11:22 a.m.

* * * * *

Maureen Banks made a motion, which was seconded by An-Me Chung, to reconvene Public Session at 11:40 a.m.

A voice vote was taken with the following results:

Maureen Banks	Yea	Hector Garcia	Yea
Mara Botman	Yea	Jeanne McDonald	Yea
An-Me Chung	Yea	Larry Peterson	Yea
George Evans	Yea	Allison Meese	Yea
Lisa Dziekan	Yea	Sylvia Jenkins	Yea

The motion was approved. Student Advisory vote: yes.

Item #16 - Executive Session Recommendations

Item #16.1 - Approval of the Executive Director Employment Agreement

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

The Board hereby approves the proposed Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

A voice vote was taken with the following results:

Maureen Banks	Yea	Hector Garcia	Yea
Mara Botman	Yea	Jeanne McDonald	Yea
An-Me Chung	Yea	Larry Peterson	Yea
George Evans	Yea	Allison Meese	Yea
Lisa Dziekan	Yea	Sylvia Jenkins	Yea

The motion was approved. Student Advisory vote: yes.

Item #17 - Adjournment

Chair Jenkins announced some positive events going on within the Community College System:

College of DuPage: On April 20, COD announced several faculty, staff, and administrators received 2026 NISOD Excellence Awards. On April 27, Robert Plank was named COD's 2025–2026 Collegewide Outstanding Full-Time Faculty Member.

College of Lake County: On April 6, CLC was recognized for excellence in financial reporting, reflecting strong transparency and public accountability. CLC also received Lake County Partners' 2026 Talent Advancement Award for its impact on regional talent development.

Harper College: On April 13, Harper received AACC's national Exemplary CEO/Board Relationship Award, recognizing strong alignment between the president and Board in advancing student success. On April 29, Harper was also named an Aspen Prize semifinalist for the third consecutive cycle.

Illinois Central College: On April 21, ICC hosted the 2026 Future Teacher Summit, bringing students from across central Illinois together to explore careers in education. The event supports the region's future educator pipeline and aligns with statewide efforts to address teacher workforce needs.

Lincoln Land Community College: In May 2026, Lincoln Land Community College students Conrad Charpentier, Julia Longstaff, and Ben Armbruster earned statewide recognition from the Illinois Geographical Society for academic excellence in geography.

Oakton College: On April 13, Oakton earned the 2026–2027 Silver Military Friendly School designation and Military Spouse Friendly recognition, marking its 11th consecutive year of recognition. Oakton also received the 2026 Davos Neurodiversity Summit Community College Leadership Impact Award for its work supporting neurodiverse learners.

Parkland College: In April, Parkland professor Omar Adawi received the IMACC Distinguished Service Award, recognizing more than three decades of service in mathematics and physics education.

Southwestern Illinois College: This spring, SWIC's Precision Machining program earned first place in the Mastercam Wildest Parts competition. The recognition highlights the strength of SWIC's technical education programs and their connection to advanced manufacturing skills.

Triton College: On April 15, Triton's Phi Theta Kappa Chi Zeta Chapter officer team was named a 2026 Distinguished Chapter Officer Team, placing it among the top 2.5% of chapters worldwide. On May 5, Triton radiology student Gerek Wright won first place at the state radiologic technologists conference.

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Larry Peterson made a motion, which was seconded by An-Me Chung, to adjourn the Board meeting at 11:53 a.m.

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

Illinois Community College Board

**CERTIFICATION OF ELIGIBILITY FOR SPECIAL
TAX LEVY (110 ILCS 805, SECTION 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in the previous or current fiscal year to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than the average. The certification is due by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2026 and/or received an equalization grant in fiscal year 2027; and Had combined educational and operations and maintenance purposes tax rates less than 27.47 cents per \$100 of equalized assessed valuation.

BACKGROUND

The following table identifies the districts eligible for the additional levy, the amount authorized and actual tax levy, the amount of additional tax rate, and the amount of additional revenue available if they choose to exercise the authority.

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

College	Authorized Operating Tax Rates*	Actual Operating Tax Rates*	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.0 ¢	17.9 ¢	8.5 ¢	\$ 4,706,700
Heartland	22.5 ¢	22.5 ¢	5.0 ¢	\$ 3,193,841
Illinois Central	25.0 ¢	25.0 ¢	2.5 ¢	\$ 2,248,240
Illinois Eastern	25.0 ¢	25.0 ¢	2.5 ¢	\$ 598,963
Illinois Valley	17.0 ¢	16.9 ¢	10.5 ¢	\$ 4,829,846
John Wood	22.5 ¢	22.3 ¢	5.0 ¢	\$ 1,256,959
Kankakee	18.0 ¢	18.0 ¢	9.5 ¢	\$ 3,372,964
Kaskaskia	25.0 ¢	24.7 ¢	2.5 ¢	\$ 635,125
Lake Land	18.0 ¢	18.0 ¢	9.5 ¢	\$ 4,316,576
Lewis & Clark	25.0 ¢	23.7 ¢	2.5 ¢	\$ 1,530,508
Rend Lake	25.0 ¢	25.0 ¢	2.5 ¢	\$ 424,978
Rock Valley	27.0 ¢	26.5 ¢	0.5 ¢	\$ 415,288
Southwestern	16.0 ¢	15.8 ¢	11.5 ¢	\$ 11,986,975
Spoon River	25.0 ¢	23.2 ¢	2.5 ¢	\$ 303,378

*Combined Ed and O&M Maximum Tax Rates

Illinois Community College Board

APPROVAL OF TRUSTEE TRAINING PROVIDER

The Public Community College Act (110 ILCS 805/3-8.5) requires trustees elected or appointed to local community college boards after January 1, 2017, to complete four hours of training every two years. The training can be provided by the Illinois Community College Trustees Association (ICCTA) or any provider approved by the Illinois Community College Board (ICCB).

Having met the guidelines established by the ICCB, the Board is requested to approve the following vendor as a trustee training provider:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following trustee training provider:

The Eight Effect

BACKGROUND

Description: The Eight Effect is a consultancy and facilitation collective that helps individuals and organizations lead with clarity, confidence and purpose. The Eight Effect emphasizes their firmly held belief that people already possess powerful insight, possibility, and potential - and that effective development helps them reconnect with what they know, trust their own capacity, and lead from a place of authenticity.

Instructors and Qualifications: The following instructors will provide trustee training.

Tracy Fulce, Co-Founder. Tracy Fulce is a strategist, systems thinker, and Co-Founder of The Eighth Effect. Rooted in asset-based community development, her work builds on the strengths already present within people and communities to create more equitable, joyful and connected systems. Through The Eight Effect, Tracy has launched and supported high-impact initiatives, including Board Bootcamp, which prepares underrepresented leaders for board and civic service; the Evanston Community Calendar, a central hub for community engagement; and Our Unseen Roots, a digital platform honoring the often-unrecognized labor and leadership of Black women. As a strategist and convener, she creates spaces for dialogue, collaborating, belonging, and alignment across sectors. Tracy's approach weaves strategy with story, helping individuals and communities imagine change and build the relationships, structures and confidence required to embody it.

Lionel Gentle, Co-Founder. Lionel Gentle is an actor, multimedia storyteller, podcast producer and founder of Our Unseen Roots, a platform dedicated to honoring the women who nourish Black communities through personal narrative and cultural memory. With a background in podcasting and a passion for amplifying everyday brilliance, Lionel uses sound and story to preserve Black legacies and spark authentic dialogue. As a contributor to The Plug, Lionel supports audio storytelling, content production, and digital distribution, ensuring that community voices are captured with care, depth, and resonance. His approach reflects his deep belief that storytelling is both archive and activation, a way to honor the past while inspiring the future.

Esther Wallen, EdD, Co-Founder. Dr. Esther Wallen is a career development professional, consultant, educator, and leadership coach who brings more than 15 years of experience helping people recognize their strengths, navigate transitions, expand their leadership capacity and move toward meaningful professional goals. She has coached students, emerging professionals, and experienced leaders across a range of educational, nonprofit, and workforce-development settings. Her experience has included serving as a career coach with Career Development Alliance, Spartans Helping Spartans, and Leadership Enterprise for a Diverse America (LEDA). In addition, she holds professional certifications from the Center for Credentialing & Education and the National Career Development Association.

Course Schedule: Because complex problems rarely arrive with clean edges or complete information, groups often rush to solutions, solve the wrong problem, overlook stakeholders, and/or confuse urgency with progress. To combat this, The Eight Effect introduces the **Structured Collaborative Problem Solving (SCPS)** framework, a practical discipline designed to help groups move from confusion to clarity. Through this one-day seminar, learners will master the skills of (1) organizing information, (2) challenging assumptions, (3) identifying gaps, and (4) fostering shared accountability.

Learning objectives

By the end of the seminar, learners will:

- **Understand the “Why”:** Identify the common traps groups fall into when rushing to solutions and the value of structured inquiry.
- **Apply the Five Core Questions:** Master the SCPS sequence (*What do we know? What do we think we know? What do we need to know? What do we need to do now? What did we learn?*).
- **Differentiate Evidence vs. Assumptions:** Practice the discipline of separating verified data from interpretations and beliefs.

- **Foster Shared Accountability:** Learn how to translate collective understanding into clear, documented action plans with defined responsibilities.
- **Build Organizational Capacity:** Treat problem solving as a capability to be developed over time rather than a one-time event.

Seminar Agenda

1. Morning Session: The Discipline of Understanding

a. Introduction: Why Groups Rush to Solutions

- The premise: Better decisions emerge when people engage in a structured process before attempting to solve problems.
- The costs of “rushing”: Symptoms vs causes, silent consensus, and fragmented accountability.
- The shift Moving from advocacy to inquiry.

b. Establishing Foundations (Questions 1 & 2)

- **Question 1: What do we know?** Creating a shared inventory of verified evidence, data, and prior decisions.
- **Question 2: What do we think we know?** Making assumptions, biases, and “working theories” visible without blame.

c. Shifting to Inquiry (Question 3)

- **Question 3: What do we need to know?** Shifting from debating solutions to identifying knowledge gaps.
- Defining learning needs: Who has the expertise? What stakeholders are missing? What risks remain?
- *Activity:* Developing a “Learning Needs” inventory for a complex scenario.

2. Lunch

3. Afternoon Session: Action and Reflection

a. Accountable Action (Question 4)

- **Question 4: What do we need to do now?** Translating understanding into a disciplined action plan.
- The importance of the “do now”: Prioritizing immediate next steps, timelines, and ownership to avoid endless discussion.

b. Reflection and Capacity Building (Question 5)

- **Question 5: What did we learn?** Treating reflection as a strategic tool to build organizational memory.
- Turning experience into learning: What worked? What did we learn about our process? How do we improve for the next cycle?

4. Synthesis and Application

- Group simulation: Applying the full 5-question sequence to a live challenge brought by learners.
- Final Q&A and planning for implementation in home organizations.

Subject Matter and Method of Training: The firm is seeking approval to provide live in-person, prerecorded audio/video, and online live and self-study training in the following topics identified in Table 1.

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Table 1: Provider Seeks Approval to Offer Training in the Following Topics

Audits	Financial Oversight and Accountability
Community College and Labor Law	Freedom of Information Act
Contract Law	Open Meetings Act
Ethics	Strategic Planning
Fiduciary Responsibilities of a Trustee	Inclusive Governance

Table 2: Methods of Providing Training

In Person
Audio/Video - Prerecorded
Online Webinar
Online Self-Study

Fee Schedule: The Eight Effect has yet to provide a copy of their Fee Schedule.

Illinois Community College Board

REVISION TO CONTRACT APPROVAL AUTHORITY

Current Illinois Community College Board policy requires contracts exceeding \$20,000 to be approved by the Board. Contracts under \$20,000 require notification to the Board Chair prior to execution, while contracts under \$5,000 require neither Board approval nor notification.

The \$20,000 Board approval threshold is an internal Illinois Community College Board policy threshold and is not a statutory procurement threshold. Illinois Community College Board contracts remain subject to the Illinois Procurement Code, applicable procurement rules, and Chief Procurement Officer requirements, regardless of the internal level at which contract authority is approved.

The current \$20,000 threshold results in routine operational contracts being presented to the Board for approval even when the procurement has already undergone applicable State procurement review and approval processes. Increasing the threshold would provide greater administrative efficiency while maintaining Board oversight of higher-value contractual commitments.

Staff recommends increasing the threshold requiring Board approval from \$20,000 to \$100,000. Contracts exceeding \$20,000 but not exceeding \$100,000 would be executed under delegated authority and reported to the Board for information purposes, providing continued transparency and oversight without requiring prior Board action for routine agency procurements. Contracts exceeding \$100,000 would continue to require Board approval prior to execution.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to enter into and execute contracts and contractual agreements on behalf of the Board with a total value not exceeding \$100,000, subject to the availability of appropriated funds and compliance with all applicable State procurement, contracting, and fiscal requirements.

Contracts with a total authorized value exceeding \$100,000 shall require approval by the Illinois Community College Board prior to execution. An amendment, renewal, or modification that causes the total authorized value of a contract to exceed \$100,000 shall require Board approval unless the Board previously approved the total potential value of the contract, including applicable renewal periods or options.

Contracts exceeding \$20,000 and not exceeding \$100,000 that are executed under the Executive Director's delegated authority shall be reported to the Board for informational purposes.

Nothing in this authorization modifies or supersedes the requirements of the Illinois Procurement Code, rules or requirements of the applicable Chief Procurement Officer, the Illinois Office of the Comptroller filing requirements, or any other applicable State law.

Illinois Community College Board

FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
July 1, 2025 – August 31, 2026

	FY 2026	Year -to-Date	%
	Appropriation	Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 108,458,300	\$ 107,334,363	99.0%
ADULT EDUCATION	35,590,300	35,461,569	99.6%
GED TESTING PROGRAM	1,365,300	1,250,257	91.6%
CAREER & TECH EDUCATION	19,007,969	18,918,658	99.5%
OFFICE ADMINISTRATION	5,127,800	4,407,850	86.0%
TOTAL	\$ 169,549,669	\$ 167,372,697	98.7%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 190,867,700	\$ 190,867,700	100.0%
TOTAL	\$ 190,867,700	\$ 190,867,700	100.0%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 15,000,000.00	\$ 444,434	3.0%
GED TESTING FUND	100,000	76,077	76.1%
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	\$ 106,090,511	87.8%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 26,079,990	\$ 21,701,104	83.2%
FEDERAL CAREER & TECH ED FUND	23,937,100	19,646,765	82.1%
ICCB FEDERAL TRUST FUND	625,000	348,151	55.7%
TOTAL	\$ 50,642,090	\$ 41,696,020	82.3%
GRAND TOTAL, ALL FUNDS	\$ 531,829,459	\$ 506,026,928	95.1%

* See detail on following pages.

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FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT

State General Funds

July 1, 2025 – August 31, 2026

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 15,657,900	\$ 15,657,900	100.0%
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	19,322,018	100.0%
East St. Louis Educational Center	1,447,900	1,440,411	99.5%
Illinois Veterans Grant	4,264,400	3,367,410	79.0%
ILDS	666,100	625,465	93.9%
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	4,000,000	100.0%
Transitional Math and English Development (TIME and DEV)	1,000,000	996,412	99.6%
SWIC Lindenwood Center	5,310,000	5,310,000	100.0%
Advanced Manufacturing & Electric Vehicles	9,000,000	8,941,625	99.4%
Mental Health Early Action on Campus Grant	6,000,000	5,999,187	100.0%
Trade Schools	5,000,000	4,997,354	99.9%
Digital Instruction for Adult Education	2,000,000	1,999,884	100.0%
Noncredit Workforce Program	5,175,000	5,157,746	99.7%
Dual Credit Grants	3,175,000	3,168,824	99.8%
English Language Services	750,000	747,767	99.7%
Homelessness Prevention	250,000	250,000	100.0%
TOTAL	\$ 108,458,300	\$ 107,334,363	99.0%
OFFICE ADMINISTRATION			
	\$ 5,127,800	\$ 4,407,850	86.0%
TOTAL	\$ 5,127,800	\$ 4,407,850	86.0%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 23,391,800	\$ 23,391,800	100.0%
Adult Education Basic Admin	400,000	325,854	81.5%
Adult Education Performance Grants	11,798,500	11,743,915	99.5%
TOTAL	\$ 35,590,300	\$ 35,461,569	99.64%
GED TESTING PROGRAM			
	\$ 1,365,300	\$ 1,250,257	91.6%
TOTAL	\$ 1,365,300	\$ 1,250,257	91.6%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	\$ 500,000	\$ 500,000	100.0%
CTE Administration	474,500	385,189	81.2%
CTE Formula	17,233,469	17,233,469	100.0%
CTE Corrections	800,000	800,000	100.0%
TOTAL	\$ 19,007,969	\$ 18,918,658	99.5%

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating	\$	106,822,200	\$	106,822,200	100.0%
Equalization		84,045,500		84,045,500	100.0%
TOTAL	\$	190,867,700	\$	190,867,700	100.0%

GRAND TOTAL	\$	360,417,369	\$	358,240,397	99.4%
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FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT

Federal Funds

July 1, 2025 – August 31, 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	\$ 16,201,822	89.4%
Federal Basic Leadership	2,657,200	1,086,270	2,106,703	56.3%
EL Civics Grants	2,864,609	58,625	2,883,014	98.6%
	<u>\$ 23,059,329</u>	<u>\$ 1,726,550.00</u>	<u>\$ 21,191,539</u>	<u>85.5%</u>
ADMINISTRATION				
Federal Basic	\$ 1,062,880	\$ 49,620	\$ 467,318	44.0%
EL Civics	150,769	30,842	42,247	23.3%
	<u>\$ 1,213,649</u>	<u>\$ 80,462</u>	<u>\$ 509,565</u>	<u>39.4%</u>
TOTAL	<u>\$ 24,272,978</u>	<u>\$ 1,807,012</u>	<u>\$ 21,701,104</u>	<u>83.2%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 17,233,212	\$ 741,639	\$ 17,541,394	97.6%
Perkins Leadership	1,621,949	1,684,238	1,207,298	36.5%
Perkins Corrections	405,487	150,075	394,901	71.1%
Reserve	-	-	-	0.0%
	<u>\$ 19,260,648</u>	<u>\$ 2,575,952</u>	<u>\$ 19,143,593</u>	<u>87.7%</u>
ADMINISTRATION				
CTE Federal	\$ 1,013,718	\$ 1,086,782	\$ 503,173	24.0%
TOTAL	<u>\$ 20,274,366</u>	<u>\$ 3,662,734</u>	<u>\$ 19,646,765</u>	<u>82.1%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 625,000	\$ -	\$ 348,151	55.7%
TOTAL	<u>\$ 625,000</u>	<u>\$ -</u>	<u>\$ 348,151</u>	<u>55.7%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 45,172,344</u>	<u>\$ 5,469,746</u>	<u>\$ 41,696,020</u>	<u>82.3%</u>

* Expenditures from these funds cannot exceed receipts.

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FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2025 – August 31, 2026

SPECIAL STATE FUNDS*

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	\$ -	\$ 48,015	
Lumina Grant		\$ 177,468	
Department of Energy IAC Grant		\$ 56,096	
DHS Homelessness Grant		\$ 115,818	
ADMINISTRATION			
ILCCO		\$ 22,085	
Lumina Admin		\$ 24,571	
Department of Energy IAC Admin		\$ 381	
	\$ 15,000,000	\$ 444,434	3.0%
GED TESTING FUND*			
	\$ 100,000	\$ 76,077	76.1%
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	\$ 106,090,511	87.8%

* Expenditures from these funds cannot exceed receipts.

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FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
July 1, 2026 – August 31, 2026

	FY 2026 Appropriation	Year -to-Date Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 91,408,200	\$ 21,873,327	23.9%
ADULT EDUCATION	35,600,400	16,933	0.0%
GED TESTING PROGRAM	1,384,000	779,897	56.4%
CAREER & TECH EDUCATION	18,989,900	8,692,674	45.8%
OFFICE ADMINISTRATION	5,411,600	689,037	12.7%
TOTAL	\$ 152,794,100	\$ 32,051,869	21.0%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 193,832,100	\$ 27,765,929	14.3%
TOTAL	\$ 193,832,100	\$ 27,765,929	14.3%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 25,000,000.00	\$ 20,000	0.1%
GED TESTING FUND	100,000	594	0.6%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	26,392,500	25.0%
TOTAL	\$ 130,770,000	\$ 26,413,094	20.2%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 29,000,000	\$ 202,603	0.7%
FEDERAL CAREER & TECH ED FUND	22,000,000	-	0.0%
ICCB FEDERAL TRUST FUND	625,000	25,277	4.0%
TOTAL	\$ 51,625,000	\$ 227,880	0.4%
GRAND TOTAL, ALL FUNDS	\$ 529,021,200	\$ 86,458,771	16.3%

* See detail on following pages.

Item #14.1
September 25, 2026

Illinois Community College Board

FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2026 – August 31, 2026

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 15,814,500	\$ 3,953,625	25.0%
Bridge and Transition	9,600,000	-	0.0%
Workforce Equity Initiative	19,194,400	16,492,578	85.9%
East St. Louis Educational Center	1,447,900	22,468	1.6%
Illinois Veterans Grant	3,200,000	-	0.0%
ILDS	683,800	63,689	9.3%
Small College	548,400	548,400	100.0%
Performance Grants	359,000	-	0.0%
Lincoln's Challenge Program	60,200	-	0.0%
Alternative Schools Student Re-enrollment	4,000,000	750,000	18.8%
Transitional Math and English Development (TIME and DEV)	1,000,000	1,378	0.1%
SWIC Lindenwood Center	5,900,000	-	0.0%
Advanced Manufacturing & Electric Vehicles	7,000,000	12,882	0.2%
Mental Health Early Action on Campus Grant	6,000,000	-	0.0%
Trade Schools	5,000,000	-	0.0%
Digital Instruction for Adult Education	2,000,000	-	0.0%
Noncredit Workforce Program	5,175,000	15,686	0.3%
Dual Credit Grants	3,175,000	12,622	0.4%
English Language Services	750,000	-	0.0%
Homelessness Prevention	250,000	-	0.0%
IDOC Prison Education Programs	250,000	-	0.0%
TOTAL	\$ 91,408,200	\$ 21,873,327	23.9%
OFFICE ADMINISTRATION			
TOTAL	\$ 5,411,600	\$ 689,037	12.7%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 23,391,900		0.0%
Adult Education Basic Admin	410,000	16,933	4.1%
Adult Education Performance Grants	11,798,500		0.0%
TOTAL	\$ 35,600,400	\$ 16,933	0.05%
GED TESTING PROGRAM			
TOTAL	\$ 1,384,000	\$ 779,897	56.4%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	\$ 500,000		0.0%
CTE Administration	639,900	142,674	22.3%
CTE Formula	17,100,000	8,550,000	50.0%
CTE Corrections	750,000		0.0%
TOTAL	\$ 18,989,900	\$ 8,692,674	45.8%

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating	\$	108,946,100	\$	13,618,262	12.5%
Equalization		84,886,000		14,147,666	16.7%
TOTAL	\$	193,832,100	\$	27,765,929	14.3%

GRAND TOTAL	\$	346,626,200	\$	59,817,798	17.3%
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Item #14.1
September 25, 2026

Illinois Community College Board

FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT

Federal Funds

July 1, 2026 – August 31, 2026

FEDERAL FUNDS*

	FY 2026 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 17,750,528	\$ 1,558,809	\$ 81,169	0.4%
Federal Basic Leadership	2,644,020	1,942,266	85,523	1.9%
EL Civics Grants	3,112,804	-		0.0%
	<u>\$ 23,507,352</u>	<u>\$ 3,501,075</u>	<u>\$ 166,692</u>	<u>0.6%</u>
ADMINISTRATION				
Federal Basic	\$ 1,057,608	\$ 643,832	\$ 35,911	3.4%
EL Civics	150,769	139,364		0.0%
	<u>\$ 1,208,377</u>	<u>\$ 783,196</u>	<u>\$ 35,911</u>	<u>1.8%</u>
TOTAL	<u>\$ 24,715,729</u>	<u>\$ 4,284,271</u>	<u>\$ 202,603</u>	<u>0.7%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 15,964,563	\$ 719,771		0.0%
Perkins Leadership	824,900	1,948,993		0.0%
Perkins Corrections	306,225	160,661		0.0%
Reserve	-			0.0%
	<u>\$ 17,095,688</u>	<u>\$ 2,829,425</u>	<u>\$ -</u>	<u>0.0%</u>
ADMINISTRATION				
CTE Federal	\$ 739,055	\$ 1,335,831		0.0%
TOTAL	<u>\$ 17,834,743</u>	<u>\$ 4,165,257</u>	<u>\$ -</u>	<u>0.0%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 625,000	\$ -	\$ 25,277	4.0%
TOTAL	<u>\$ 625,000</u>	<u>\$ -</u>	<u>\$ 25,277</u>	<u>4.0%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 43,175,472</u>	<u>\$ 8,449,528</u>	<u>\$ 227,880</u>	<u>0.4%</u>

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2026 – August 31, 2026

SPECIAL STATE FUNDS*

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	\$ -		
Rural Health Grant			
Department of Energy IAC Grant			
DHS Homelessness Grant			
ADMINISTRATION			
ILCCO		\$ 20,000	
Rural Health Grant			
Department of Energy IAC Admin			
	\$ 25,000,000	\$ 20,000	0.1%
GED TESTING FUND*	\$ 100,000	\$ 594	0.6%
ICCB RESEARCH & TECHNOLOGY FUND*	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 26,392,500	25.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 130,770,000	\$ 26,413,094	20.2%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

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

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

PERMANENT PROGRAM APPROVAL

College of DuPage

- Design, Sales and Estimation Certificate (9 credit hours)

Kankakee Community College

- Electrified Vehicle I Certificate (16 credit hours)

Richard J. Daley College

- Electrical and Electronics Engineering Technology Certificate (21 credit hours)

Triton College

- Electric Vehicle Supply Equipment Commissioning Certificate (16 credit hours)

Wilbur Wright College

- Cannabis Dispensary Operations Specialist Certificate (16 credit hours)

Item #14.3
September 25, 2026

Illinois Workforce Pell Program Approval Manual

Released July 15, 2026

For Eligible Illinois Institutions of Higher Education

Grounded in the U.S. Department of Education's Workforce Pell Regulations (34 CFR 600, 668, 690)

For Academic Years 2026-27 & 2027-28

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Executive Summary

The *Illinois Workforce Pell Program Approval Manual* provides guidance to eligible Illinois institutions of higher education on implementing the Workforce Pell program beginning in Academic Year 2026–27. Aligned with federal regulations, the manual establishes the requirements for the development, approval, and oversight of short-term workforce programs eligible for Pell Grant funding.

Its purpose is to help institutions effectively navigate all phases of participation—from program design and application through approval, compliance, and ongoing performance accountability—while ensuring alignment with state workforce priorities and federal requirements.

Specifically, the manual:

- **Promotes alignment with workforce needs** by prioritizing programs tied to in-demand, high-skill, and/or high-wage occupations
- **Clarifies eligibility requirements** for providers, programs, and students under Workforce Pell
- **Outlines the state and federal application approval process**, including the roles of the Governor and key workforce and education partners
- **Defines performance expectations**, including benchmarks for completion, job placement, and value-added earnings
- **Establishes compliance and reporting standards** to ensure accountability and program integrity

Overall, the manual serves as both a compliance resource and a strategic guide to support high-quality program implementation, protect students, and expand access to workforce-aligned education across Illinois.

Section I. Background

Workforce Pell is an expansion of the federal Pell Grant program that would allow eligible students to use Pell funding for high-quality, short-term workforce programs aligned with in-demand occupations. Effective July 1, 2026, programs must meet criteria and specific performance outcomes for Governor and Secretary of Education approval, as detailed in this manual.

Illinois' goal for Workforce Pell implementation is to maximize student access to high-quality short-term workforce programs and expanded financial aid, while maintaining consumer protections. Thus, Illinois had added state-specific requirements for institutions and its programs to become eligible in order to fully realize this goal.

The development of this work was coordinated through an Interagency Steering Committee with representatives from the following education and workforce agencies, under the leadership of the Governor's Office:

- [Board of Higher Education \(IBHE\)](#)
- [Community College Board \(ICCB\)](#)
- [Department of Commerce and Economic Opportunity \(DCEO\)](#)
- [Department of Employment Security \(IDES\)](#)
- [Illinois Student Assistance Commission \(ISAC\)](#)
- [Illinois Workforce Innovation Board \(IWIB\)](#)

The Steering Committee engaged many stakeholders in the development of this manual.

Section II. Eligibility

A. Provider Eligibility

Participating providers must **be approved** to operate in the State of Illinois, as determined by the Illinois Board of Higher Education, and must meet the requirements set forth in [34 CFR Part 600](#). Institutions must be **Title IV eligible** and **fully accredited**.

Institutions must not have been subject to any suspension, emergency action, or termination of programs during the five years preceding seeking Workforce Pell program approval (690.92 (g)).

Financial Health: Lastly, to ensure consistent oversight and comparability across providers, all out-of-state institutions and for-profit providers serving Illinois students through Workforce Pell-funded programs shall be required to:

- Align financial reporting to National Center for Education Statistics GASB/FASB standards, regardless of their home state reporting requirements or internal accounting practices.
- Submit financial data in a format that enables direct comparability with Illinois-based institutions.
- Provide sufficient documentation to allow the State to assess financial stability, operating margins, and risk of closure.

Documentation Needed: Institutions must provide financial health documentation as part of the program application. Specifically, institutions must submit their most recently completed GASB (for public institutions) or FASB Forms 2 and 3 (for private nonprofit institutions) financial statements documenting expenses and revenue, as reported through the Integrated Postsecondary Education Data System (IPEDS) financial health variables. This documentation will need to be specific to their operations in Illinois and is required to support the interagency review team's assessment of institutional financial stability and capacity to sustain program delivery. Finances should be able to appropriately support program delivery.

B. Program Eligibility

To qualify as an *eligible workforce program*, the program, credit or noncredit, must meet all the following federal criteria, as outlined in Section 690.92.

An eligible workforce program must meet the following criteria prior to seeking approval:

1. Program is 8–14 weeks in length (and has been offered at this length for at least 12 months).
2. Program is 150–599 clock hours or equivalent semester hours (4 to 15 semester hours/6 to 23 quarter hours). Programs must be offered within these set clock hour or semester hours for at least 12 months ahead of seeking approval.
3. Program is offered at the undergraduate level, approved by the ICCB and/or IBHE.

4. Program is covered in the institution's overall accreditation, in good standing, and is included in the Program Participation Agreement (prior to Secretary approval).
5. Program is recognized or accredited, and in good standing, by the applicable state authority or third-party, if required to offer the program, licensure, or for employment.
6. Program is not offered as correspondence, study abroad, or direct assessment coursework.
7. Program must deliver curriculum aligned to high-skill, high-wage, or in-demand occupations.
8. Program meets the hiring requirements of potential employers in the related sectors or occupations.
9. Program must lead to a stackable, portable recognized postsecondary credential (unless it is the only recognized credential for that occupation).
10. Program must ensure students are awarded academic credit toward at least one certificate or degree program at one or more eligible institutions.
11. Program must demonstrate that its program outcomes include $\geq 70\%$ completion (for 150% of time) and $\geq 70\%$ job placement, as defined in 34 CFR 690.93.
12. Program complies with the value-added earnings requirements.

C. Student Eligibility

An eligible student for the purposes of this program is:

1. a student who meets all the other eligibility criteria in Section 401 of the Higher Education Act (e.g., U.S. citizen or eligible noncitizen; demonstrate financial need);
2. has not earned a graduate degree, is not admitted to a graduate program, nor is enrolled in a graduate program; and
3. has not exhausted their lifetime Pell Grant eligibility of 12 semesters (or its equivalent) under Section 401 (d)(5).

In a change from prior law, a student who already holds a bachelor's degree may be considered for a Pell Grant if enrolled in an eligible workforce program.

Section III. Approval Process

This section details the program approval process and timeline. In contrast to traditional Pell processes, Workforce Pell approval requires a more active state role, as states are responsible for reviewing and endorsing specific short-term programs before those programs can be deemed eligible for federal Pell funding. Specifically, the Governor and the State Workforce Board have statutory approval roles.



Step 1: Demand Occupation Eligibility

Provider verifies that the program seeking Workforce Pell eligibility prepares students for employment in an occupation on the Eligible Demand Occupation List. This list was adapted from DCEO's Demand Occupation Training List, which considers wages, skill-level, and demand for occupations across the state. The Eligible Demand Occupation List also identifies associated Classification of Instructional Programs codes (CIPs) with each eligible Standard Occupational Classification code (SOC). Note: Not all occupations will have training programs that will be eligible for Workforce Pell.

This list is noted in Appendix A. For more on this policy and methodology, see Section IV(B).

Step 2: Institutions Submit Program Application

Providers must complete and submit an application for each program using the Illinois Workforce Pell Application. Institutions should follow the instructions as described. A copy of the application elements can be found in Appendix B.

Institutions may access the application here: <https://www.iccb.org/programs-and-initiatives/workforce-pell/>

In addition to the application, institutions will submit student-level data, using the **Supplemental Student-Level Data Template (Appendix C)** for the purposes of validating completion and job placement outcomes. Instructions for this process are noted in detail in Section IV (F) of this manual.

An Institutional readiness checklist is available to support institutions in assessing eligibility prior to applying.

NOTE: The Application will be July 15, 2026.

SUBMISSION TIMELINE

For this first round, the application will remain open July 15, 2026-August 31, 2026 for award consideration in AY2026-27 and AY27-2028. Additional application openings will be announced in Fall 2026 for award consideration for AY2027 and beyond.

Step 3: Interagency Review

Once an application is submitted, it will undergo a review process facilitated by an interagency review team, made up of staff from the ICCB, IBHE, and DCEO. This review for the application period (July 15-August 31, 2026) will take place in September of 2026. The review team will review the applications for completeness and that the information and documentation provided sufficiently demonstrates that it meets the prescribed federal and state requirements. They will also validate the information and data provided with internal resources, including but not limited to previously submitted program data, outcomes resulting from data matches, etc. Agencies reserve the right to reach out to institutions to seek additional information or documentation. Final determination of eligibility will be made based on the totality of evidence.

Student-level data collected for the job placement measure will be matched with administrative wage data from the Illinois Department of Employment Security.

If an application meets all of the criteria and demonstrates that it sufficiently meets federal and state requirements, the interagency review team will recommend it for approval by the Governor, in consultation with the Illinois Workforce Innovation Board.

If a program does not demonstrate that it meets all the of the state and federal requirements, the institution will receive written notice indicating that the program was not recommended to the Governor for approval. The notice will include the reason(s) for the determination as well as information regarding the appeals process.

Step 4: IWIB and Governor Approval Requirements

Before a program can be reviewed by the U.S. Department of Education, the **Governor of Illinois** must determine and certify that the program meets all aspects of §690.93(a).

1. **State Workforce Board Consultation:** Upon the interagency team's recommendation, the Illinois Workforce Innovation Board will review the submitted applications and recommend programs for approval to the Governor.
2. **Governor Approval and Certification:** The Governor will review, make approval determinations, and certify eligible programs recommended by the IWIB by November 30, 2026.
3. **Notice of Approval Status to Institutions**
 - a) If an application is approved, the cognizant agency (ICCB or IBHE) will issue the program certification(s) to the institution and provide formal notification of approval by December 7, 2026. Institutions may then submit the certified program(s) to the U.S. Department of Education through the *Application to Participate in the Federal Student Financial Aid Programs* ([E-App](#)) for final federal review and eligibility determination.

b) If a program is not certified by the Governor, the cognizant agency will provide the submitting institution with written notice of non-approval, including the date of denial and the specific reason(s) the program did not meet certification requirements.

Step 5: U.S. Department of Education (Secretary) Approval Requirements

After gubernatorial approval, the institution submits the application certification(s) (690.93(d)) to the U.S. Department of Education. ED reviews the program under §690.94. The Secretary verifies:

- The program has existed for at least 12 months.
- Completion rate is $\geq 70\%$, within 150% of normal time.
- Job placement rate is $\geq 70\%$, measured in the second quarter after completion.
- Tuition/fees do not exceed the value-added earnings threshold.

Review and Approval Step	Estimated Timeline
1) Confirm Demand Occupation Eligibility	Beginning July 15, 2026
2) Submit Program Application	July 15- August 31, 2026
3) Interagency Review and Data Validation	September 1-30, 2026
4) IWIB and Governor Review, Approval, and Certification	October 1- November 30, 2026
5) U.S. Department of Education Approval	Winter 2026-27 (<i>estimated</i>)

Section IV: Program Determination Policy

All program determination criteria will be incorporated into the application, and institutions will be required to provide supporting documentation and evidence demonstrating compliance with each requirement.

Programs may be credit or noncredit so long as they meet all of the program determination requirements.

A. Length of Program

Pursuant to Section 690.92, eligible programs must be:

1. A minimum of 8 weeks, but less than 15 weeks of instruction; and
2. (a) Is at least 150 clock hours but less than 600 clock hours;

- (b) At least 4 but less than 16 semester or trimester hours; or
- (c) At least 6 but less than 24 quarter hours.

Programs must meet this length requirement for at least 12 months prior to seeking approval.

Additionally, institutions are limited to contracting out up to 25% of instruction through a written agreement. Registered Apprenticeship programs are allowed to contract out through written agreements up to 49% of instruction.

B. Alignment with High-Skill, High-Wage, or In-Demand Occupations

Requirement: (690.93(b)(1)(i)) The State's methodology to determine and periodically review which occupations and industry sectors are high-skill, high-wage, or in-demand, including the competencies needed in such industries and occupations, and where the list of such occupations and sectors will be made publicly available. Such review shall be done not less than every two years concurrent with development and modification of the State Plan under Section 102(c) of the Workforce Innovation and Opportunity Act.

Leveraging existing policy and data sources used in the state for similar workforce initiatives, Illinois will utilize the Demand Occupation Training List, managed by the Illinois Department of Commerce and Economic Opportunity, for the purposes of WIOA Title I implementation of the Eligible Training Provider List as its framework for the eligible occupations for the purposes of Workforce Pell. Built in the DOTL and from WIOA and Perkins V, Illinois has the following definitions for in-demand, high-wage, and high-skill.

In-Demand: (1) An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (2) An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

High-Skill: Requires postsecondary and/or long-term training, such as an apprenticeship leading to a credential, certificate, diploma, or degree.

High-Wage: A median wage of 85% of the Living Wage for 1 adult & 1 child, as calculated by the [MIT Living Wage Calculator](#).

Demand Occupation Training List (DOTL)

The Demand Occupation Training List (DOTL) specifies occupations for which demand is projected based on annual average job openings, average median wages, education and training levels, and local state or national initiatives. Only those occupations considered "in demand" will

be included in the DOTL. The criteria and current DOTL are outlined in [WIOA Notice 20-NOT-08, Change 2 Demand Occupation Training List](#), an attachment to WIOA Policy 8.3. The criteria include the following:

- **Education Level:** A minimum typical entry education level of High School diploma + moderate On-the-Job (OJT) Training and maximum typical entry level of bachelor's degree + long-term OJT.
- **Wages:** A median wage of 85% of the Living Wage for 1 adult & 1 child (85% of \$26.48=\$22.51 hourly).
- **Annual Average Job Openings:** Projected annual openings equal to at least 0.01% of statewide employment (646 annual openings).
- **Petitions to Identify Demand:** Occupations not meeting the criteria may be added via a petition process to address federal, state, or local priorities and employer needs.

Any program approved for Workforce Pell eligibility can elect to automatically be an approved program on the State's Eligible Training Provider List.

Illinois Eligible Training Provider List (ETPL)

Illinois' WIOA ETPL (Eligible Training Provider List) policy establishes the criteria and procedures for approving training providers and programs so they can receive WIOA-funded tuition through Individual Training Accounts, ensuring only qualified institutions and programs are included. It also requires ongoing eligibility and performance reporting to maintain accountability and quality, with certain programs like registered apprenticeships automatically eligible for inclusion. [WIOA Policy 7.3 Training Provider and Training Program Eligibility](#) outlines the process for applying for eligibility.

- **State-approved list required for funding:** The ETPL is a statewide list of approved training providers and programs, and only those listed are eligible to receive WIOA Title I funding through Individual Training Accounts (ITAs).
- **Programs must be job-driven and credential-focused:** Training programs on the ETPL must lead to employment in demand occupations and provide measurable, industry-recognized skills or credentials aligned with employer needs.
- **Consumer information:** The ETPL helps participants compare training programs and make informed choices.

SPECIAL NOTE: TECHNICAL INSTRUCTION IN A REGISTERED APPRENTICESHIP PROGRAM AUTOMATICALLY MEETS THIS REQUIREMENT.

C. Articulation

Pursuant to 690.93(a)(4)) the program... *(4) Prepares students to pursue one or more certificate or degree programs at one or more eligible institutions (which may include the eligible institution providing the program), including by ensuring— (i) That a student, upon completion of the program and enrollment in such a related certificate or degree program, will receive academic credit for the program that will be accepted toward meeting such certificate or degree program*

requirements; and (ii) The academic credit described in paragraph (i) will be acceptable toward meeting such certificate or degree program requirements.

The Illinois Articulation Initiative (IAI), established in 1993, provides a durable and effective policy model for aligning institutions around shared academic standards that promote credit transfer, consistency, and student mobility statewide. Through common course descriptors, statewide agreements, and shared accountability, IAI has demonstrated that articulation, portability, and stackability can be achieved at scale while preserving institutional authority over curriculum. The Workforce Pell policy intentionally applies similar principles and structure of the IAI to ensure that Pell-eligible workforce programs are not stand-alone credentials, but are clearly articulated into credit-bearing pathways, portable across institutions, and stackable toward higher-level certificates and degrees.

1. Awarding Credit Requirements

- a. Institutions must ensure that students who complete an approved workforce program and subsequently enroll in a related certificate or degree program:
 - Receive academic credit for the completed workforce program at one or more eligible institutions; and
 - That credit must be applied toward the total credit requirements of the student's enrolled academic program and;
 - Workforce program competencies and learning outcomes must be mapped to specific academic courses or credit units in the certificate or degree program.
- b. Institutions shall maintain a written academic credit policy that includes:
 - A process for mapping workforce program competencies to academic courses or credit units;
 - Assurance of credit acceptance through written agreements; and
 - Public posting of procedures for awarding and applying credit on institutional websites and in student handbooks/college catalogs consistent with requirements for publicly available policies in Illinois.
 - For community colleges and public universities, procedures for awarding credit for prior learning must be submitted to the Illinois Community College Board or the Board of Higher Education, respectively.

2. Inter-Institutional Credit Agreements

To ensure the transferability and acceptance of Workforce Pell program credit beyond the originating institution, institutions shall maintain written agreements that demonstrate and guarantee such transferability. Agreements must:

- a. Establish **written articulation agreements** with one or more eligible institutions that:
 - Identify specific workforce Pell programs and the academic credit that will be awarded upon successful completion.

- Specify how that credit will be accepted and applied toward defined certificate or degree programs at the receiving institution.
 - Detail any conditions, such as minimum grades, sequencing of coursework, or pathways (e.g., general education, major requirements).
 - In cases where the partnership involves multiple geographic regions, institutions must document the rationale for the partnership and demonstrate labor market demand and career opportunities in each region served.
- b. Align with statewide transfer initiatives such as the Illinois Articulation Initiative (IAI) where applicable.
 - c. Be signed by authorized institutional representatives and made available to students and advisors.

3. Student Notification and Counseling

Institutions must inform students, in writing, in eligible workforce programs about:

- The availability and process for earning academic credit.
- The existence of articulation agreements and receiving institutions.
- Academic/career advising services to plan the application of credit toward a certificate or degree.

D. Stackability and Portability Policy

Pursuant to 690.93(a)(3)(ii), States must have *a written policy for determining if a credential is stackable and portable that establishes documented connections to additional credentials, considers, if available, data showing whether students have obtained additional credentials through career pathways, real-time labor market information, and includes a process for employer validation; OR, with respect to students enrolled in the program– (A) Prepares such students for employment in an occupation for which there is only one recognized postsecondary credential; and (B) Provides such students with such a credential upon completion of the program.*

1. Criteria for Stackability

A credential shall be considered stackable if it meets ALL of the following:

- The credential is part of a pathway with one or more *subsequent* credentials that recognize the attainment of additional knowledge and/or skills.
- Documented links exist showing how this credential serves as a *building block* toward higher or additional credentials (degrees, certificates, industry credentials, or apprenticeship milestones).
- The credential includes assessments recognized or accepted for credit accumulation toward subsequent credentials.

Documentation Needed: Institutions shall provide **one or more** of the following as evidence for stackability: curriculum maps, program catalogs, articulation agreements, job descriptions, ICCB-approved program of study application.

Exception: If a program awards the only recognized credential for a specific occupation and is offered as a standalone program, it is exempt from the stackability requirement under the regulations.

2. Criteria for Portability

A credential shall be considered portable if it meets the following:

- The credential is recognized by more than one employer beyond the awarding institution or region, or,
- It aligns with industry standards or external quality indicators (e.g., industry bodies, national standards) that prepares students for certification or licensure.

Documentation Needed: Institutions shall provide **one or more** of the following as evidence for portability: employer verification, competency map, regional job postings, program accreditation

E. Employer Validation Policy

1. Purpose

The purpose of this policy is to establish a consistent, data-driven process for validating that Workforce Pell-eligible programs meet the employer hiring needs in high-skill, high-wage, or in-demand occupations. This ensures that federally funded training leads directly to viable employment and meets the specific competency requirements of the regional labor market. This policy is intended to support implementation of Workforce Pell in a manner that is consistent with Illinois' current Demand Occupation Training List (DOTL), WIOA Title I eligible training provider requirements, and any applicable federal Workforce Pell requirements.

To qualify for Workforce Pell, every program must provide clear evidence of employer or industry validation. Eligible providers seeking eligibility determination for their programs must submit evidence to demonstrate that:

- a) The program prepares participants for employment in a designated priority occupation, as defined by Illinois's current DOTL.
- b) Employers are currently hiring or anticipate hiring for the associated occupation in the next year.
- c) The skills, competencies, and credentials taught in the program seeking eligibility determination align with specific employer expectations and hiring standards.

2. Evidence of Employer Validation

Eligible providers seeking a Workforce Pell eligibility determination for their program can demonstrate employer validation by providing compelling evidence as detailed below.

2A. Meeting Employer Hiring Needs - Acceptable Evidence

Eligible providers seeking a Workforce Pell eligibility determination for their program must provide evidence of at least one of the following to demonstrate hiring needs:

- i. **Jobs Postings Data:** The most compelling source of documentation for employer validation is provided through an analysis of job postings that align with priority occupations identified by the state. These data can be obtained from reputable, commonly accepted labor market information sources such as state-based job posting aggregators (e.g. Illinois Job Link), national job posting aggregators (e.g. Indeed), or labor market analytics platforms (e.g. Jobs EQ, Lightcast, etc.).

The jobs postings analysis must align to the geographic scope of the program (e.g. regional data must be utilized to demonstrate need for a local program). Additionally, the analysis must demonstrate that a meaningful share of employer job postings either:

- a) Demand the skills and competencies taught in the program seeking a determination as demonstrated by the job description, required or preferred qualifications, or other section of the job posting that indicates hiring need; or
- b) Demand the culminating postsecondary credential of the program seeking a determination as demonstrated by the job description, required or preferred qualifications, or other section of the job posting that indicates hiring need.

A meaningful share of employer job postings is defined as:

- a) Postings that represent 10 - 20% of the projected annual openings for the associated occupation(s), subject to state determination.
 - b) Postings that are unique and unduplicated, to the extent possible.
 - c) Postings that are clearly aligned to a designated priority occupation, as defined by the DOTL.
- ii. **Employer Letters:** Letters from 3 or more unique employers describing their prior or future commitment to hiring graduates from the relevant programs. Each letter must include:
 - a) A clear statement that the employer either (1) has hired exiters or completers from the program seeking a determination in the last two years and is satisfied with program graduates or (2) has a significant interest in hiring them in the next two years.
 - b) Contact information of the employer to aid in state-level validation.

A sample employer letter template will be provided to assist in the application process.

2B. Alignment of Competencies and Direct Input from Employers - Acceptable Evidence

Eligible providers seeking a Workforce Pell eligibility determination for their program must provide:

- i. at least one letter from an employer or an employer association describing that the program's curriculum successfully prepares individuals for the associated occupation(s); **AND**,
- ii. evidence of at least one of the following demonstrating competency alignment between the program and the occupation(s):
 - Competency Mapping: Competency mapping showing the program's curriculum aligns with published occupational qualification requirements in job postings, industry-recognized credential standards, O*NET or other identified resources.
 - Meeting Agendas and/or Minutes: Official meeting evidence that explicitly reflects employer review and endorsement of the program curriculum, including, but not limited to, meetings of industry advisory councils convened for Perkins V compliance and reporting or other publicly convened meetings.

3. Use of Employer Engagement

Eligible providers seeking an eligibility determination for their programs are encouraged to engage in direct employer engagement as a complementary strategy to:

1. Validate interpretation of labor market data
2. Provide qualitative insights on skill requirements
3. Support program design and continuous improvement

However, employer engagement alone is not sufficient to establish demand without supporting labor market evidence.

SPECIAL NOTE: TECHNICAL INSTRUCTION IN A REGISTERED APPRENTICESHIP PROGRAM AUTOMATICALLY MEETS THIS REQUIREMENT.

F. Performance Benchmarks

Workforce Pell-eligible programs are subject to specific performance benchmarks designed to ensure that participating programs deliver strong outcomes for students and align with workforce needs. These benchmarks focus on three primary areas: completion, placement, and value-added earnings. Institutions seeking to participate in Workforce Pell must understand these requirements and be prepared to demonstrate performance both at the time of program approval and on an ongoing basis.

A **Supplemental Student -Level Data File Template** is provided as **Appendix C**. This template is required to be used for the submission of the student-level data to validate that the program meets the required completion and job placement metrics. This template will be submitted to the cognizant agency through the identified secure file transmittal process. **This template cannot be submitted through JotForm or email.**

1. Completion

Eligible institutions must track and report the rate at which enrolled students successfully complete the program within the established timeframe. Because Workforce Pell programs are short-term by design, timely completion is a key indicator of program effectiveness.

Completion Benchmark	
All Academic Years	A completion rate of at least 70 percent, within 150 percent of the normal time to completion, as determined under 34 CFR 668.8 (f).

In order for a program to receive approval for Workforce Pell eligibility, it must demonstrate that it has a completion rate of at least 70 percent, within 150 percent of normal time to completion. Institutions will be required to submit evidence and attest to meeting this requirement yearly.

2. Job Placement

Institutions must demonstrate that program completers obtain employment related to their field of study within a defined period after exiting the program as detailed below. Placement benchmarks are intended to ensure that Workforce Pell programs are aligned with in-demand occupations and lead directly to employment opportunities.

Institutions are expected to:

- Demonstrate that jobs obtained are relevant to the training provided
- Maintain or develop partnerships with employers and local workforce systems to support job placement

Strong career services and employer engagement strategies will be critical to meeting placement expectations. Programs that do not demonstrate consistent employment outcomes may be subject to additional oversight.

Placement Benchmark	
Academic Years 2026-27, 2027-28, 2028-29	A job placement rate of at least 70 percent, calculated as the percentage of students that are employed during the second quarter after exiting the program.
Starting Academic Year 2029-30	A job placement rate of at least 70 percent, calculated as the percentage of students who are employed in the occupation(s) for which the program prepares students (as identified through the process established under 34 C.F.R. 690.93 (b)) or a comparable high-skill, high-wage, or in-demand occupation during the second quarter after successfully completing the program, as determined through a certification from the Governor, based on the Governor's analysis using available administrative data, including wage records.

2a. Validating Program Eligibility for Community Colleges

For community colleges seeking approval for programs, ICCB will provide enrollment counts for programs identified as potential Workforce Pell programs based on the credit hour requirements reflected in the ICCB Curriculum Master. Enrollment counts will be based on students' declared curriculum/major as reported on the annual A1 submission file. Data will be provided by college, fiscal year (FY23, FY24, and FY25), and CIP code. These enrollment counts are intended to assist colleges in identifying programs that may qualify for Workforce Pell eligibility. Final completion and placement calculations will be based on the student-level submission provided by the college. Those calculations will be used to determine final eligibility as part of the application process.

To assist with the completion and placement calculations, colleges must submit a student-level file, using the template provided, containing the data elements required to calculate the 70% completion rate and 70% placement rate. The **Supplemental Student-Level Data Template** submitted by the college must include all students enrolled in the eligible program cohort used for the Workforce Pell completion and placement calculations, including both completers and non-completers of the program. Colleges should include all students who entered or enrolled in the program during the applicable fiscal year, consistent with federal Workforce Pell reporting guidance.

- All student-level data will be transferred to ICCB via long-standing secured ftp procedures.

The student-level file submitted by the college should include all students enrolled in the program for which the college is seeking Workforce Pell approval for FY27. The student-level file will include a variable used to report allowable federally approved exceptions that remove students from the calculation of the completion and placement rates for the program. Federally approved exceptions include the following:

- A student is excluded from both the numerator and denominator of the completion and placement rate calculations if the student dies; experiences the onset of a medical condition that prevents employment; is ordered to active duty in the uniformed services, including service performed under Title 10 or Title 32 of the United States Code, for a period of more than 30 days; or becomes incarcerated.

ICCB will calculate the 70% completion rate based off the student files for each program submitted. ICCB, in collaboration with the Illinois Department of Employment Security (IDES), will match completion data from these programs to calculate the placement (or employment) rate of those completers to determine if the 70% placement rate was met for the program. Submitted student-level data may be validated against ICCB unit record submissions and curriculum information maintained in the ICCB Curriculum Master.

2b. Validating Program Eligibility for Public, Private, and Independent Institutions

For public, private, and independent degree granting institutions seeking approval for programs, IBHE will obtain enrollment counts for programs identified as potential Workforce Pell programs

based on the credit hour requirements. Approved programs will be added to the Workforce Pell Program Inventory for Public, Private, and Independent Institutions. Enrollment counts will be based on students' declared program as reported through the annual student enrollment data submitted to IBHE, broken out by institution, fiscal year, and CIP code. Final completion and placement calculations will be based on the student-level submission provided by the institution that is then matched to Illinois Department of Employment Security (IDES) wage record. Those calculations will be used to determine final eligibility as part of the application process.

To assist with the completion and placement calculations, institutions must submit a complete student-level file, using the template provided, containing the data elements required to calculate the 70% completion rate and 70% placement rate, including student name and social security number. The **Supplemental Student-Level Data Template** submitted by the institution must include all students enrolled in the eligible program cohort used for the Workforce Pell completion and placement calculations, including both completers and non-completers, consistent with applicable federal Workforce Pell reporting guidance.

- All student-level data will be transferred to IBHE via established secure data submission procedure established by IBHE.

The student-level file submitted by the institution must include all students enrolled in the program during the three prior fiscal years used to evaluate Workforce Pell eligibility, excluding the most recently completed fiscal year.

For example, for Workforce Pell applications submitted in FY27, institutions must provide student-level data for FY23, FY24, and FY25.

The student-level file will include a variable used to report allowable federally approved exceptions that remove students from the calculation of the completion and placement rates for the program. Federally approved exceptions include the following:

- A student is excluded from both the numerator and denominator of the completion and placement rate calculations if the student dies; experiences the onset of a medical condition that prevents employment; is ordered to active duty in the uniformed services, including service performed under Title 10 or Title 32 of the United States Code, for a period of more than 30 days; or becomes incarcerated.

IBHE will calculate the 70% completion rate based on the student files submitted for each program. IBHE, in collaboration with the Illinois Department of Employment Security (IDES) under a new data sharing agreement, will match completion data from these programs to calculate the placement (or employment) rate of those completers to determine if the 70% placement rate was met for the program.

2c. Validating Program Eligibility for Private Business and Vocational Schools

For private business and vocational schools (PBVS) seeking approval for programs, IBHE will obtain enrollment counts for programs identified as potential Workforce Pell programs based on the clock or credit hour requirements reflected in the IBHE-approved PBVS program inventory.

Enrollment counts will be based on students' declared program as reported through the annual student enrollment data submitted to IBHE pursuant to the Private Business and Vocational Schools Act of 2012 (105 ILCS 426), broken out by institution, fiscal year (FY23, FY24, and FY25), and CIP code. These enrollment counts are intended to assist institutions in identifying programs that may qualify for Workforce Pell eligibility. Final completion and placement calculations will be based on the student-level submission provided by the institution that is then matched to Illinois Department of Employment Security (IDES) wage records. Those calculations will be used to determine final eligibility as part of the application process.

To assist with the completion and placement calculations, institutions must submit a complete student-level file containing the data elements required to calculate the 70% completion rate and 70% placement rate, including student name and social security number. The student-level file submitted by the institution must include all students enrolled in the eligible program cohort used for the Workforce Pell completion and placement calculations, including both completers and non-completers, consistent with applicable federal Workforce Pell reporting guidance.

1. All student-level data will be transferred to IBHE via established secure data submission procedures consistent with PBVS annual reporting requirements under the Private Business and Vocational Schools Act of 2012 (105 ILCS 426).

The **Supplemental Student-Level Data Template** submitted by the institution must include all students enrolled in the program during the three prior fiscal years used to evaluate Workforce Pell eligibility, excluding the most recently completed fiscal year.

For example, for Workforce Pell applications submitted in FY27, institutions must provide student-level data for FY23, FY24, and FY25.

The student-level file will include a variable used to report allowable federally approved exceptions that remove students from the calculation of the completion and placement rates for the program. Federally approved exceptions include the following:

1. A student is excluded from both the numerator and denominator of the completion and placement rate calculations if the student dies; experiences the onset of a medical condition that prevents employment; is ordered to active duty in the uniformed services, including service performed under Title 10 or Title 32 of the United States Code, for a period of more than 30 days; or becomes incarcerated.

IBHE will calculate the 70% completion rate based on the student files submitted for each program. IBHE, in collaboration with the Illinois Department of Employment Security (IDES) under a new data sharing agreement, will match completion data from these programs to calculate the placement (or employment) rate of those completers to determine if the 70% placement rate was met for the program. Submitted student-level data may be validated against annual enrollment data reported to IBHE under the Private Business and Vocational Schools Act of 2012 (105 ILCS 426) and program information maintained in the IBHE-approved PBVS program inventory.

3. Value Added Earnings

In addition to completion and placement, institutions must ensure that program participation results in measurable earnings gains for students. Value-added earnings benchmarks essentially assess whether students experience a return-on-investment. For each award year, the total amount of the published tuition and fees¹ of the program for such year is an amount that does not exceed the value-added earnings of students who received financial aid under Federal Title IV and who completed the program 3 years prior to the award year.

The institution must keep published tuition and fees at or below the value-added earnings calculated for the program for all students who first enroll in the eligible workforce program during the award year that begins following the annual release of the program's value-added earnings.

For submissions in AY 2026-2027, institutions must submit the tuition and fees for the program as well as provide a link to the published tuition and fees. As an interim measure ahead of the U.S. Department of Education's validation in 2030, Illinois will consider the tuition and fees charged by the institution to the student when deciding whether to approve the program. These costs will be compared to the state median annual wage for the primary occupation, using data published by IDHS. If there are multiple occupations for which the program prepares students, the institution may elect up to three occupations by which the median earnings may be averaged.

To establish a reasonable benchmark, Illinois will apply the following standard: The total program cost should not exceed the median earnings minus 150 percent of the federal poverty line: Published Tuition and Fees < Median Earnings – 150% of the federal poverty guidelines for a family of 1.

If a program's cost exceeds this benchmark, the program will not be approved.

VAE Calculation

The first year the calculation can be made is 2030. Programs that have a calculated value-added earnings of zero or negative value shall not be eligible for Federal Pell Grant funds. The institution must provide, upon request, evidence satisfactory to the U.S. Secretary of Education that its published tuition and fees does not exceed the published value-added earnings for that award year.

- Calculation is on Pell recipients only.
- The **cohort period** is the award year that ends three full award years prior to the beginning of the award year for which value-added earnings are being determined.
- **Earnings measurement period:** The first full tax year following the award year in which the student completed the eligible workforce program.
- **Note on Small Programs:**
 - If the final list of students who completed the program during the cohort period *includes at least 50 students*, the Secretary sends information about those individuals to the Federal agency with earnings data.

¹ The U.S. Department of Education defines tuition and fees as “the institutional charges for an eligible workforce program.”

- If it does not include at least 50 students, the Secretary adds students who completed the same program during the first award year prior to the cohort period. *If the combined number of completers from both award years includes at least 50 students*, the Secretary sends information about those individuals to the Federal agency with earnings data, and if it does not include at least 50 students, the Secretary adds students who completed the same program during the second award year prior to the cohort period. If the combined number of completers from all three award years includes at least 50 students, the Secretary sends information about those individuals to the Federal agency with earnings data, and if it does not include at least 50 students, the Secretary adds students who completed the same program during the third award year prior to the cohort period.
- *If the combined number of completers from all four award years includes at least 30 students*, the Secretary sends information about those individuals to the Federal agency with earnings data and if it doesn't, the Secretary does not calculate value-added earnings for the program for that award year.

Section V: Data Collection and Reporting

Institutions are responsible for collecting, maintaining, and reporting accurate data related to all performance benchmarks. Institutions should ensure that data systems are capable of tracking student outcomes from enrollment through completion.

Ongoing monitoring of performance is essential. Institutions are encouraged to use performance data not only for compliance purposes but also to inform continuous improvement efforts, strengthen program design, and enhance student outcomes.

Section VI: Renewal, Loss of Eligibility, and Appeals

A. Renewal

Workforce Pell program approvals are valid for two years from the date of Department of Education approval. To maintain eligibility, institutions must complete a renewal process prior to the expiration of each approval period. Renewal ensures that programs continue to meet federal and state eligibility requirements, demonstrate strong student outcomes, and remain aligned with in-demand occupations and employer needs.

The renewal process is designed to be streamlined relative to initial approval, relying primarily on performance data and updated program documentation. However, programs that have undergone substantive changes or that fail to meet performance benchmarks will be subject to additional review.

1. Renewal Timeline

Institutions are responsible for initiating the renewal process no later than 120 days prior to the program's approval anniversary date. The interagency team will communicate renewal deadlines to institutions no later than 180 days in advance of the anniversary date.

Milestone	Timeline Relative to Anniversary Date
Interagency notification to institution	180 days prior
Institution submits renewal application	120 days prior
Interagency review complete	75 days prior
Governor's Office determination	45 days prior
Renewed approval effective	Anniversary date

Programs that fail to submit a renewal application by the 120-day deadline may be subject to a lapse in program eligibility. Programs for which a renewal determination has not been made by the anniversary date will be placed in a provisional status pending final determination, during which no new student enrollments may be funded through Workforce Pell.

2. Renewal Application Requirements

Instructions for the program renewal process will be communicated with eligible institutions at a later date. Generally, institutions will submit a renewal application that includes the following:

a) **Performance Documentation:** Institutions must provide two years of performance data demonstrating that the program continues to meet the benchmarks established in Section V, including:

- Completion rate of at least 70 percent, within 150 percent of normal time to completion;
- Job placement rate of at least 70 percent, calculated as the percentage of students employed during the second quarter after exiting the program; and
- Published tuition and fees do not exceed the value-added earnings threshold.

b) **Program Updates:** Institutions must attest to, or provide updated documentation for, any changes made to the program since initial approval or the prior renewal, including:

- Changes to curriculum, clock hours, credit hours, or program length;
- Changes to the credential awarded upon completion;
- Updates to articulation agreements or inter-institutional credit arrangements;
- Updates to stackability and portability documentation, including any revised employer validation; and
- Changes to the occupations for which the program prepares students, including verification that the program's target occupation(s) remain on the Eligible Demand Occupation List.

c) Institutions must also confirm that the program continues to meet all federal eligibility criteria under §690.92 and that no circumstances have arisen that would affect the institution's Title IV eligibility under the Higher Education Act.

3. Interagency Review

Upon receipt of a complete renewal application, the interagency team will conduct a review of the submitted materials. The review will assess whether:

- The program continues to meet all applicable federal and state eligibility requirements;
- Performance benchmarks have been met for both years of the approval period;
- Articulation, stackability, and portability requirements remain satisfied; and
- The program's target occupation(s) remain on the Eligible Demand Occupation List.

The interagency team may request additional information or clarification from the institution during the review period. Institutions will be notified of any such requests and will have 14 calendar days to respond. Failure to respond within this window may result in the renewal application being deemed incomplete.

Upon completion of review, the interagency team will transmit a recommendation to the IWIB and Governor's Office, along with a summary of findings.

4. Governor's Office Determination

The Governor's Office will review the interagency team's recommendation and, consistent with the requirements of §690.93(a), make a final determination as to whether the program's approval shall be renewed.

Programs for which the interagency team has identified performance or eligibility concerns will receive additional scrutiny prior to a Governor's Office determination. The Governor's Office may, at its discretion, request supplemental documentation or convene additional consultation with the institution or relevant state agencies before issuing a determination.

Institutions will be notified in writing of the Governor's determination by the cognizant agency. A renewed approval is effective as of the program's anniversary date and is valid for two years from that date.

5. Substantive Program Changes

Institutions that have made substantive changes to an approved program since initial approval or prior renewal must disclose those changes as part of the renewal application. The interagency team will determine whether any disclosed changes constitute a material modification that requires re-evaluation under the initial approval criteria in Section III.

Substantive changes include, but are not limited to:

- An increase or decrease in program length that places the program outside the eligible range under §690.92;
- A change in the credential awarded that affects the program's stackability or portability status;
- A change in the target occupation(s) that requires re-verification against the Eligible Demand Occupation List; or
- A change in the institution's accreditation status or Title IV eligibility.

Institutions are encouraged to consult with the interagency team prior to implementing substantive changes to assess whether re-approval may be required outside of the regular renewal cycle.

6. Failure to Meet Performance Benchmarks

Programs that fail to meet one or more performance benchmarks regarding completion, placement, and/or value-added earnings during the renewal period will be subject to immediate suspension of Workforce Pell eligibility, effective upon the issuance of a suspension notice by the Governor's Office.

Upon suspension:

- No new students may be funded through Workforce Pell for the suspended program;
- Students currently enrolled and receiving Workforce Pell funding at the time of suspension will not be affected for the remainder of their enrolled term; and
- The institution must notify currently enrolled students of the program's suspended status and provide information about available support services and alternative pathways.

B. Loss of Eligibility

If an eligible workforce program fails to meet the requirements -

1. Under 34 CFR 690.93, the program will become ineligible at the end of the payment period that begins following the date that-

- a) The Governor acts to withdraw approval for an eligible workforce program; or
- b) The Governor fails to reapprove the program.

2. Under 34 CFR 690.94, the program will become ineligible at the end of the payment period that begins after the date that the Secretary determines that the institution failed to meet the completion rate or job placement rate requirements, except that the Secretary will not make such a determination while a program's eligibility, approval, or reported completion rate of job placement rate is in an appeal status or awaiting the Governor's final approval determination.

3. Under 34 CFR 690.95,

- a) The program will become ineligible at the beginning of the award year following the release of the value-added earnings; and
- b) The Secretary will assess a liability for amounts of Pell Grants disbursed for students enrolled in the eligible workforce program during the award year for which the value-added earnings were calculated and shall collect any such liability from the institution.

C. Appeals Process

1. Appealing Initial Eligibility Determination

Pursuant to Section 690.93(b)(3), institutions may appeal the State's denial of program eligibility. Institutions must submit the appeal within 14 calendar days of the denial notice and include any supporting evidence or documentation demonstrating that the program meets the applicable certification criteria established by the Governor.

Appeals may be submitted through the Workforce Pell application system. All agencies and parties involved in the review and approval process will evaluate the appeal and accompanying documentation and issue a determination within 30 calendar days of receipt.

2. Appealing Suspension or Renewal

Institutions that believe a suspension determination was issued in error, or that wish to contest the accuracy of the performance data underlying a suspension, may submit a formal appeal to the interagency team. The appeals process is not a substitute for the remediation process and does not delay the effective date of a suspension. An institution may pursue both an appeal and a remediation plan concurrently.

A) Grounds for Appeal

An appeal will be considered only on the following grounds:

- The performance data used to determine benchmark non-compliance contained a material error;
- The institution experienced extraordinary circumstances beyond its control, such as a natural disaster, public health emergency, or significant disruption to regional labor market conditions, that directly and demonstrably affected program outcomes during the review period; or
- A procedural error occurred during the renewal review process that materially affected the suspension determination.

Disagreement with the performance benchmark thresholds established under Section IV.F, or with the methodology used to calculate value-added earnings, does not constitute valid grounds for appeal.

B) Submission Requirements

Institutions must submit a written appeal to the interagency team no later than 30 days following the date of the suspension notice. Appeals submitted after this window will not be considered. The written appeal must include:

- A clear statement of the specific ground(s) on which the appeal is based;
- Supporting documentation sufficient to substantiate the claim, which may include corrected data, third-party verification, or contemporaneous records of extraordinary circumstances; and
- A brief description of the remedy sought.

C) Review and Determination

The interagency team will acknowledge receipt of the appeal within 5 business days and complete its review within 45 days of receipt. During the review period, the interagency team may request additional documentation from the institution. Institutions will have 14 business days to respond

to any such requests; failure to respond within this window may result in the appeal being dismissed.

Upon completion of review, the interagency team will transmit a recommendation to the Governor's Office. The Governor's Office will issue a final written determination within 15 days of receiving the interagency recommendation. The Governor's determination on appeal is final and not subject to further administrative review.

D) Outcomes

If an appeal is granted, the Governor's Office will issue one of the following remedies, as appropriate to the circumstances:

- Rescission of the suspension and restoration of Workforce Pell eligibility, where the appeal establishes that the program did in fact meet applicable benchmarks;
- Modification of the suspension determination, including adjustment of the remediation timeline or interim performance targets, where extraordinary circumstances are substantiated; or
- Substitution of corrected performance data and re-evaluation of benchmark compliance, where a material data error is established.

If an appeal is denied, the suspension remains in effect and the institution must proceed through the remediation process to seek reinstatement. The denial will include a written explanation of the basis for the determination.

D. Regaining Eligibility after loss based on the Secretary of Education's Determination

1. If an eligible workforce program loses eligibility based on the Secretary's determination that the program's completion rate or job placement rate failed to meet the requirements under 34 CFR 690.94(a)(2) or the institution voluntarily discontinues a failing eligible workforce program, the institution may not seek to reestablish the eligibility of the failing program, or to establish eligibility for a substantially similar program sharing both (i) the same four-digit CIP code, and (ii) identical SOC codes according to the CIP SOC Crosswalk that is provided by a Federal agency, until two years following the earlier of the date the program loses eligibility under 34 CFR 690.96(b) or the date the institution voluntarily discontinues the failing workforce program.
2. If an eligible workforce program loses eligibility due to a loss of Governor approval described in (a) of this section, the program may reestablish eligibility after the Secretary receives the Governor's certification that the program has been approved as provided under 34 CFR 690.93(c), and after the Secretary determines the program has met eligibility criteria under 34 CFR 690.94.
3. If an eligible workforce program loses eligibility because its published tuition is higher than its value-added earnings under 34 CFR 690.89(e), the institution may, through a process described by the Secretary, request that the program's eligibility be reinstated by-

- a) Providing to the Secretary a new certification of the Governor's approval of the program as provided under 34 CFR §690.93(c);
- b) Submitting to the Secretary documentation of the program's current published tuition and fees and an attestation that the tuition and fees have been reduced and will remain equal to or less than the program's recalculated value-added earnings; and
- c) Requesting a recalculation of the program's value-added earnings to determine whether the program's updated tuition and fees that will apply to the next award year exceed the program's value-added earnings.

Section VII: Bilateral Agreements between States

The Governors of two States may enter into a bilateral agreement, that is published publicly, regarding the enrollment of students located in one of those States into some or all the programs located in the other State.

For Academic Year 2026-27 and 2027-28, only Illinois-based providers will be approved for Workforce Pell eligibility, unless notified otherwise.

Section VIII: Agency Contacts

For Community Colleges:

Whitney Thompson, Deputy Director for Workforce Education

Illinois Community College Board

Whitney.thompson@illinois.gov

For Public, Private Four- Year Institutions/ Proprietary Institutions:

Leslie Daugherty, Managing Director of Talent and Workforce Development

Illinois Board of Higher Education

Workforcepell@ibhe.org

Appendices

Appendix A: Eligible Occupations (Demand Occupation Training List)

Appendix B: Application Elements

Appendix C: Supplemental Student-Level Data Template

Appendix D: Institutional Readiness Checklist

Illinois Community College Board

ICCB RURAL HEALTH TRANSFORMATION GRANT

ICCB is collaborating with the Illinois Department of Healthcare and Family Services on the federal Rural Health Transformation Grant Program. Illinois received \$193 million for the first year, and ICCB will receive \$18 million each year over 5 years, totaling \$90 million. The purpose of the program is twofold: to attract and retain clinical health professionals in rural communities, and to expand access to critical healthcare providers in rural areas. Funds will be awarded for two separate rural health transformation initiatives.

Grant 3A: Healthcare Expansion: ICCB will receive **\$10 million** for healthcare workforce expansion and will focus on expanding the following programs: Dental Hygienist, Physical Therapy Assistant, Respiratory Care Therapy/Therapist, Registered Nurse/Nursing, Nurse Midwife, and Perioperative/Operating Room and Surgical Nurse/Nursing.

Grant 3B: Healthcare Support Worker Expansion: the ICCB will receive **\$8 million** for training healthcare support workers. Participating colleges will be able to support a number of eligible programs, with the following programs identified as a priority: Medical/Clinical Assistant, Emergency Care Attendant (EMT), Emergency Medical Technology/Technician (EMT Paramedic), Location Consultant, Phlebotomy Technician/Phlebotomist, Nursing Assistant/Aide and Patient Care Assistant/Aide, and Substance Abuse/Addiction Counseling.

The “Rural” classification is defined by the Health Resources and Services Administration using the following criteria: non-metropolitan counties; outlying metropolitan counties with no population from an urban area of 50,000 or more people; census tracts with Rural-Urban Commuting Area (RUCA) codes 4-10 in metropolitan counties; census tracts of at least 400 square miles in areas with a population density of 35 or fewer per square mile with RUCA codes 2-3 in metropolitan counties; census tracts with Research Report Series (RRS) 5 and RUCA codes 2-3 that are at least 20 square miles in area in metropolitan counties. The following colleges meet the definition of “rural” and are eligible to receive funds:

1. Black Hawk College
2. Carl Sandburg College
3. College of Lake County
4. Danville Area Community College
5. Elgin Community College
6. Heartland Community College
7. Highland Community College
8. Illinois Central College
9. Illinois Eastern Community College
10. Illinois Valley Community College
11. John A. Logan College
12. John Wood Community College
13. Joliet Junior College
14. Kankakee Community College
15. Kaskaskia College
16. Kishwaukee College
17. Lake Land College
18. Lewis & Clark Community College
19. Lincoln Land Community College
20. McHenry County College
21. Parkland College

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22. Prairie State College
23. Rend Lake College
24. Richland Community College
25. Rock Valley College
26. Sauk Valley Community College
27. Shawnee Community College
28. Southeastern Illinois College
29. Southwestern Illinois College
30. Spoon River College
31. Waubesa Community College

This initiative is designed as a statewide investment program administered through multiple subrecipients, rather than a single administered effort. ICCB will serve as one of the program administrators and fiscal agents. The grant will be strategically broad and cover most healthcare programs (including dental); although, Illinois will be prioritizing maternal health, behavioral health, EMT, and areas with short-term certifications. Other workforce development activities may include creating new programs, creating apprenticeship programs, expanding capacity in current programming, and increasing recruitment efforts. Additionally, the initiative offers incentives, including educational awards and relocation and retention bonuses, to students who agree to stay and work in a rural community. This initiative will be structured similarly to PATH, allowing colleges to implement it efficiently.

Illinois Community College Board

DANVILLE AREA COMMUNITY COLLEGE TARGETED MONITORING REVIEW

In February 2026, Danville Area Community College (DACC) notified the Illinois Community College Board (ICCB) of inconsistencies between the approved scope of work and activities conducted under its Innovative Bridge and Transition (IBT) Grant. DACC subsequently identified additional concerns involving Adult Education testing and reporting. Based on DACC's self-report and ICCB's preliminary review, ICCB initiated targeted monitoring of DACC's FY2024 and FY2025 Adult Education and IBT grants. The review included programmatic and fiscal records, student attendance and assessment data, grant reporting, personnel expenditures, and interviews with DACC administrators, fiscal staff, program staff, and instructors.

Adult Education. ICCB identified eight compliance findings and one advisory recommendation. Findings included inadequate documentation supporting student attendance; noncompliance with federal attendance requirements; insufficient oversight and documentation of distance education; incomplete or inaccurate student assessment records; weaknesses in data management and recordkeeping; and inadequate documentation of personnel expenditures. ICCB also identified significant discrepancies between assessment information reported to the agency and available testing records. ICCB disallowed \$49,542.82 in unsupported FY2024 Adult Education personnel charges.

DACC was not funded for the upcoming fiscal year to continue providing ICCB-funded Adult Education services. ICCB is working to ensure continuity of Adult Education opportunities for students in the Danville area while DACC addresses the deficiencies identified through the monitoring process.

Innovative Bridge and Transition Grant. ICCB identified six compliance findings, including inadequate records to substantiate program participation and outcomes, a missing required quarterly report, unsupported personnel expenditures, and expenditures associated with budget revisions that had not received required prior approval. ICCB disallowed \$41,438.17 in unsupported FY2024 personnel charges and directed DACC to return an additional \$56,481.34 in unexpended funds from its expired FY2025 IBT award.

In total, the monitoring identified \$90,980.99 in disallowed personnel costs, in addition to the \$56,481.34 unexpended IBT balance that must be returned. Importantly, ICCB found no discernible violation of credit-hour reporting requirements, and the courses reviewed were not improperly claimed for state apportionment funding.

Next Steps. DACC is required to submit corrective action plans addressing the findings, including stronger controls over attendance, assessment, data reporting, personnel expenditures, grant recordkeeping, and budget modifications. Corrective action plans are due October 14, 2026, and ICCB will monitor their implementation and resolution of the identified fiscal issues.

External Referral. On August 21, 2026, ICCB transmitted the Adult Education and IBT monitoring reports to the Illinois Office of Executive Inspector General (OEIG) for review and consideration. ICCB advised OEIG that the monitoring identified significant programmatic, data, recordkeeping, and fiscal deficiencies, including \$90,980.99 in disallowed personnel costs, and that the matter originated from DACC's self-reported allegations of misconduct by college employees. ICCB also noted concerns that Adult Education assessment scores entered into ICCB's data system may have been falsified and that the employees identified by DACC as involved had been terminated. ICCB referred the matter because the underlying allegations involved the administration, reporting, and expenditure of public grant funds and requested that OEIG determine whether further investigation, referral, or other action was appropriate. DACC also informed ICCB that it had referred the matter to the Vermilion County State's Attorney's Office.



September 17, 2026

Subject: Comments on Education Department General Administrative Regulations [ED-2026-OPEPD-2542]

To Whom It May Concern:

On behalf of the Illinois Community College Board, which coordinates the state's 45 community colleges serving more than 550,000 students annually, I am submitting these comments on the proposal to update the Education Department General Administrative Regulations (EDGAR) (ED-2026-OPEPD-2542). The new rule, if finalized, would impact millions of dollars in federal grants from the U.S. Department of Education that our colleges receive annually to provide critical supports to their students and ensure they are prepared to meet the needs of Illinois' workforce.

The proposed changes to the rule would be harmful to our colleges who would no longer be able to rely on federal funds to serve their students due to the potential for cancellations and delays in access to funds. Furthermore, it would lead to decisions about which applicants and projects receive funding being influenced by the views and politics of whichever administration is in office, rather than what is best for students and aligned with Congressional intent.

We urge the Department of Education to incorporate the changes below into any final rule. In addition, we ask that once the new rule is issued, sufficient time is provided before its implementation so that our colleges can take the needed steps to review, prepare and comply with the new requirements.

The proposed rule would put at risk funds that Congress required to be allocated to states to support workforce preparation and would add requirements that are beyond what is required in federal law [§76.700]: Formula funds are required by Congress to be provided to states annually. For example, Perkins formula funds and Adult Education Basic Formula Grants to States are allocated to eligible state agencies by statutory formulas (20 USC §2352(a); 29 USC 3291(c)) and then provided to our community colleges to serve their students. This new language will politicize receipt of these funds, put them at risk for reasons that go beyond a determination of what is lawful, and impose vague requirements for states to comply with. It will create unpredictability for community colleges and has the potential to withhold funds from critical workforce programs for the students our colleges serve.

The reasoning for making this change is also flawed. The reason provided by the Department for making this change is that it is necessary to align to §75.700, which governs the requirements for direct grants. However, a look at the history of that regulation makes it clear that the intent was not to require compliance with executive orders that do not have the force of law. When 75.700 was updated to include executive orders, the reason provided was to include the same requirement that subgrantees had to comply with, which is stated in §75.708. [*Federal Register*, January 11, 20924]. At the time, §75.708 required that subgrants included any conditions required by "executive orders and their implementing regulations." This regulatory history demonstrates that the intent of requiring compliance with executive orders was only to apply when the provisions had gone through the rulemaking process because only then would they have the force of law. The 2024 proposed rule went further to replace the language in §75.708 from requiring compliance with "federal statute and executive orders and their implementing regulations" to requiring compliance with "applicable law," likely to further make clear that compliance is only required with federal law.

Furthermore, the proposed rule cites that it was an “oversight” that this change wasn’t made in the 2024 updates without any evidence demonstrating that was the case.

The proposed rule is the Administration’s alternative way to cap indirect cost rates, contrary to Congressional directive. [§75.228]: Proposed 75.228 states that competitive preference points can be given to applicants that either propose to use an indirect cost rate that is lower than their approved negotiated rate for their entire grant period or who use the de minimis indirect cost rate. In the accompanying committee report to the FY26 Consolidated Appropriations Act, Congress included language that stated, “The agreement further directs OMB to not finalize or implement any policy, guidance, or rule, or publish a notice of proposed rulemaking, that would alter the manner in which negotiated indirect cost rates have been implemented and applied under the Uniform Grant Guidance, as that guidance was in effect during fiscal year 2024.” Attempting to reach the same goal using new tactics is still contrary to what Congress intended. Caps on funds that can be used for community colleges’ facilities and administrative expenses will impact our schools’ ability to serve as many students with federal grants and would require our colleges to find additional resources to ensure their institutions can operate in the best way to serve their students [a3.1].

The proposed rule would politicize the grants process by allowing grants to be “terminated for convenience.” (§75.901): The Department of Education should remove the proposed subsections that would allow federal grants to be terminated for convenience - §75.901(a)(2) and §75.901(b)(7) - and instead require a finding of noncompliance to cancel a grant midstream.

The Department of Education’s reasoning is flawed and contradicted in current law. In the proposed rule, the Department analogizes federal grants with procurement contracts and states that they are adding new provisions “consistent with the long-standing authority to terminate Federal contracts for convenience.” However, federal law recognizes the distinction between grants and contracts, and the processes that govern them should remain different.

Title 31 of the United States Code governs national public finance and outlines how federal agencies manage financial assistance. Under that statute, grants are used to “carry out a public purpose of support or stimulation authorized by a law of the United States instead of acquiring...property or services for the direct benefit or use of the United States Government.” It states that for grants, “substantial involvement is not expected between the executive agency and the...recipient when carrying out the activity.” (31 USC §6304). In contrast, the law states that contracts are used “to acquire...property or services for the direct benefit of the United States government.” (31 U.S.C. § 6303). Additionally, the Uniform Grants Guidance, 2 C.F.R. 200.1, defines grants, as “a legal instrument of financial assistance . . . used to enter into a relationship, the principal purpose of which is to transfer anything of value to carry out a public purpose authorized by a law of the United States and not to acquire property or services for the Federal agency or pass-through entity’s direct benefit or use,” and contracts as “a legal instrument by which a recipient or subrecipient conducts procurement transactions under a Federal award.” Therefore, grants and contracts serve different purposes and there is no reason to align the termination provisions that govern them.

The Department also states that the “goals of these proposed revisions include ensuring that Federal funds are not wasted, projects remain aligned with Department priorities, and recipients remain accountable for delivering projects consistent with public purposes authorized by law.” Terminating a grant in the middle of a budget period will have the opposite effect of these stated goals. Multi-year awards are funded so that projects can continue and meet their intended goals at the end of several years, and the number of years of the grants are generally authorized in statute. For example, TRIO grants and Title III Strengthening Institutions Programs grants are authorized to be five-year awards (§1070a-11(b)(2); 20 USC 1059(a)). By allowing a project to be cancelled before the authorized work is completed would be a waste of taxpayer

funds. Furthermore, there already are protections in place to hold grantees accountable to continue receiving funding based on meeting the requirements of the specific grant program.

The proposed rule would put at risk the continuation of multi-year awards and could lead to services being abruptly ended for students. (§75.253): We urge the Department to keep the current language in §72.253(c) in the final rule to maintain the requirement that the Secretary give priority to continuation awards over new grants. This will ensure continuity of services provided and students served and allow the full goals of the grant programs to be met.

The Department should be required to look at a grant's progress, a grantee's compliance, and continued eligibility in its decisions of whether to provide funding for a subsequent year with a multi-year grant rather than to have complete discretion to determine whether to continue a grant award.

Finally, allowing the Secretary to delay funds or provide it in installments, and allowing the determination to be continued later than the final day of the current grant award, will be disruptive to students who rely on the services that these grants fund. Many of our community colleges do not have the resources to continue the programs on their own.

We also would ask the Department to update §75.253(h) to ensure that grantees have sufficient time to appeal a decision not to continue the grant. We recommend that at least 30 days following a non-continuation notification are provided.

The proposed rule would make it more burdensome for community colleges to apply for federal grants [§75.104]: We ask that the Department continue to publish Notices Inviting Applications in the Federal Register for transparency and accessibility of this information for all of our community colleges as many of them not have dedicated staff for federal grants.

The proposed rule would update the selection criteria to focus on workforce preparation which will help ensure projects benefit students and our local economies. We want to commend the Department for adding language to the allowable selection criteria for competitive grants to ensure that our community colleges are rewarded for programs that support the future workforce and provide critical training and education to prepare our students along their career pathway (§75.210 (a)(2)(iii): when reviewing the need for the project, how the proposed project will provide support, resources, or services; or otherwise address the needs of the target population and close gaps in educational opportunity or employment and career outcomes; 75.210(d)(2)(ix): when reviewing the quality of the project, the likelihood that it will lead to meaningful improvements in the skills and competencies necessary to gain employment in high-wage, high-growth, and high-demand jobs, careers). We agree that these will help ensure that projects that focus on preparing the future workforce will be a priority for the Department when running grant competitions, and we appreciate that this will support much of the work community colleges do to serve Illinois students.

Thank you for your consideration of these comments. For the reasons laid out in this comment letter, we urge the Department of Education to amend the proposed rule to ensure that federal grant funds can continue to be utilized by community colleges to prepare students for the workforce and support the economic success of Illinois' local communities.

Sincerely,



Brian Durham, EdD
Executive Director

September 17, 2026

Subject: Comments on Accreditation, Innovation and Modernization [Docket ID-ED-2025-OPE-1042]

To Whom It May Concern:

On behalf of the Illinois Community College Board (ICCB), which coordinates the state's 45 community colleges serving more than 550,000 students annually, I am submitting these comments on the proposal to revise the existing accrediting agency recognition regulations [Docket ID-ED-2025-OPE-1042].

The proposed changes to the rule go well beyond what Congress intended for the accreditation process and would lead to federal government intrusion into the education decisions made by our public community colleges. We urge the Department of Education to incorporate the changes below into any final rule.

The proposed rule would undermine community colleges' ability to best serve their student population as they prepare them for the workforce (§602.17(a)(3)(i)): Community colleges attract a wide range of students with different needs due to the broad range of programs we offer to prepare students for the workforce, flexible schedules, affordable tuition, and inclusive admissions policies. Requiring student success to be evaluated only through a cost/benefit analysis will cause colleges to assess student support in a way that may not be best for their specific student population and student needs. The stated goal of this proposal is to provide "greater institutional flexibility," but it would have the opposite result as colleges determine their policies and supports. We ask that the final rule does not include the cost/benefit analysis requirement for how colleges ensure student success and, if they choose to include it, to ensure that the analysis is done by the colleges themselves and not the accrediting agency as currently proposed.

The proposed rule would dictate to community colleges what student success looks like and goes beyond what is allowable in statute (602.17(a)(1)(ii)): The proposed rule includes specific criteria accrediting agencies must review to determine whether an institution is meeting the agency's student success standards. Community colleges are already held accountable for many of the required criteria in order to access Title IV federal financial aid for our programs. To incorporate these criteria as requirements for accreditation is clearly contrary to statute. The Higher Education Act (HEA) prohibits the Department from establishing "any criteria that specifies, defines, or prescribes the standards that accrediting agencies or associations shall use to assess any institution's success with respect to student achievement." Congress also, in enacting the HEA, specifically recognized that an institution's success with respect to student achievement must be looked at "in relation to the institution's mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of State licensing examinations, consideration of course completion, and job placement rates." We ask that the final rule include any specific criteria for student success as examples rather than requirements.

The proposed rule would dictate to community colleges how they interact with their faculty and goes beyond what is allowable in statute (§602.17(a)(2)(i), (ii), and (vi)): The proposed rule requires colleges to have specific policies around hiring and maintaining faculty and staff and how those faculty are evaluated. Agencies may assess college's faculty as part of the accreditation process, but these proposed regulations go beyond what is allowable in statute. The Department is not allowed to "promulgate any regulation with respect to the standards the accreditation agency uses to assess the institutions." The proposed rule also goes beyond what is allowable under The Department of Education Organization Act

and the General Education and Provisions Act, which prohibit the federal government from exercising “any direction, supervision, or control over the...personnel of any educational institution.”

Furthermore, the requirement that in order to be accredited, institutions have “sufficient flexibility in instructional staffing policies and procedures to respond to persistent material changes in student demand, program viability or financial conditions” may have the effect of undermining union agreements and tenure policies at our colleges that often limit certain institutional actions and provide protections for faculty and staff.

We ask that the final rule does not include any requirements for accrediting agencies that specify what policies are required with regard to hiring and retaining faculty or policies that govern faculty actions. Those decisions should be left to the community colleges to decide, in compliance with Federal and state laws.

The proposed rule takes the unprecedented step of including a review of community colleges’ academic freedom policies and uses vague terms that will make compliance difficult. (§602.17(a)(2)(iii) and (viii); §602.18(b)(4)): The proposed rule takes the unprecedented step of requiring accreditors to review our colleges’ academic freedom and intellectual diversity policies. Our community colleges reflect – through their students and faculty – a wide range of local communities and our faculty teach in programs that are aligned with individualized, local workforce needs. Inserting review by accrediting agencies into community colleges’ policies regarding academic freedom and intellectual diversity when they are already required to comply with Federal and state laws risks politicizing accreditation decisions. In addition, these terms are too vague to ensure compliance.

We were glad to see that the Department removed the definition of academic freedom that it proposed during negotiated rulemaking, due to dissent during the negotiations, but by including it in the Notice of Proposed Rulemaking as non-binding language and stating it would “meet the requirements of the EO and our proposed regulations,” accrediting agencies and colleges may feel compelled to adopt it. This will likely have a chilling effect on lawful activities.

Furthermore, adding these requirements into the accreditation purposes is contrary to what is allowable by statute. We ask that the final rule does not require academic freedom and intellectual diversity policies to be factored into the accreditation process beyond what is required by law.

We also ask that the mention of viewpoint and ideology is not included in the final rule. The proposed rule would require accrediting agency decisions to be “neutral with respect to viewpoint and ideology.” By not defining these terms, accretor decisions could be made based on the federal government’s positions and politics rather than what is best for students and taxpayers.

The proposed rule attempts to use the accrediting process to enforce the Administration’s, rather than the courts’, interpretation of civil rights laws. (§602.17(g); §602.23(h)): The proposed rule states that “accreditors may not have standards that encourage, direct, or otherwise require institutions or programs to violate Federal or State law, including by having policies that provide any preferences on the basis of race” and that “accreditors must not have policies that require institutions or programs to violate any Federal or State law, including Title VI and Title IX, which means among other things, that agencies must not have policies that require institutions or programs to provide unlawful preferences to students, faculty, staff, contractors, or any employees based upon their race, color, national origin, or sex, including in admissions, hiring, and the selection of contracts.” Proposed rule §602.17(g) is directly contrary to the HEA which states that “nothing in this chapter shall be construed to prohibit or limit any accrediting agency or association from adopting additional standards not provided for in this section.” Furthermore, by providing examples of what policies would violate the law, even though those determinations must be left

to the courts, the rules will likely cause a chilling effect on legal activities. We ask that the final rule only requires compliance with “Federal or State law” and removes any more details of what that means since it would be duplicative.

The proposed rule inappropriately puts accrediting agencies in the role of legally enforcing constitutional protections (§602.17(a)(2)(v)): As public institutions, community colleges are required to ensure First Amendment protections for students and faculty and already have policies to ensure compliance with the law. Accrediting agencies should not be put in a position of determining whether colleges are complying with their constitutional requirements.

The proposed rule puts our students’ Pell Grants at risk at the whim of the government (§602.28(d)): The proposed rule would require accrediting agencies to review an institution’s or program’s accreditation and consider if an adverse action is needed any time an institution has been the subject of an adverse action by a Federal or state agency. This provision would put at risk students’ access to federal financial aid at the whim of political appointees, rather than when there has been a violation of law. We ask that the final rule remove this language or provide a clear definition of adverse action that includes a legal violation.

The proposed rule wrongly discounts the importance of the peer review process. (§602.3) The proposed rule removes the requirement of peer review in its definition of “accrediting agency.” As representatives of community colleges, we believe that requirements for our peers to be part of the accreditation process is critical because of their unique expertise and knowledge. We ask that the final rule reinstate this requirement and, if not, we hope that accrediting agencies will still utilize educational experts in their reviews.

The final rule should maintain the requirements for institutions to consider providing transfer credits for community college courses and the due process for our students who attempt to receive them. (§602.24(e)): We appreciate that the Department is prioritizing ensuring a fair and transparent process for transferring credits to ensure student success. We recognize that the accrediting process is not the place to require acceptance of credit, due to statutory limitations, but we believe this will help ensure that four-year institutions give more careful consideration when students attempt to receive credit for their coursework at community colleges and a way to challenge any adverse decisions by their new institution. We hope the Department will continue to work towards improving the transfer process for community college students throughout their policymaking.

Thank you for your consideration of these comments. For the reasons laid out in this comment letter, we urge the Department of Education to issue a final rule that will ensure an accreditation process that protects academic quality and reduces burdens for community colleges, and is consistent with what is allowable in statute. This will allow Illinois’ community colleges to continue to prepare students for the workforce and support the economic success of Illinois’ local communities without federal government intrusion into our state institutions’ policies and practices.

Sincerely,



Brian Durham, Ed.D.
Executive Director

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Chair Jenkins reads:

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

A Board member will then read the following motion:

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

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

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

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022; March 24, 2023; June 2, 2023; February 2, 2024; March 22, 2024; June 7, 2024; September 27, 2024; March 21, 2025; June 6, 2025; and March 27, 2026 are to remain confidential. All other Executive Session Minutes are available for public inspection.