Board of Trustees Meeting

July 16, 2020
REGULAR MEETING NOTICE AND AGENDA

1.0 Convening the Meeting
   1.1 Call to Order
   1.2 Pledge of Allegiance
   1.3 Roll Call
   1.4 Recognition
   1.5 Hearing of Citizens
      Visiting groups or individuals wishing to be heard concerning matters which are within the scope of the Board's duties and responsibilities shall submit a written request to the Board Secretary indicating the topic or topics to be discussed prior to the public Board of Trustees meeting. Presentations are limited to 10 minutes.
   1.6 Statement of Conflict of Interest

2.0 Consent Agenda
   Any one Trustee may remove an item from consent consideration by requesting the Chair to do so. Items removed will be discussed and voted upon individually immediately following passage of the remaining items on the Consent Agenda.
   2.2 Personnel Recommendations
   2.3 Purchase Recommendations –,
   2.4 Approval of the Monthly Bills for June 1-30, 2020, including Conference and Meeting Expenses

3.0 Board of Trustees Chair Report
   3.1 Announcements (Carl Cannon, Chair)
   3.2 ICCTA Report (Carl Cannon, Chair)
   3.3 Legislative Committee Report (Mike Everett, Trustee)
   3.4 Student Trustee Report (Courtney Privia)

4.0 President’s Report
   4.1 Student Success Report
   4.2 Announcements
5.0 Treasurer’s Report

6.0 Informational Items
   6.1 Fall Re-messaging & SEM Discussion (Kim Armstrong)
   6.2 FY2020 Institutional Operational Plan - Year-End Summary (David Cook)
   6.3 FY 2021 Institutional Operational Plan (First reading) (David Cook)
   6.4 Innovation Fund – Year End Update (Ed Babcock)
   6.5 FY2020 Annual Grant Awards Summary – Fourth Quarter Update (Dr. Rita Ali)
   6.6 Board Policy Review Process (Dr. Sheila Quirk-Bailey)

7.0 Action Items
   7.1 Next Generation Consulting Agreement for IT Organization Review and CIO Search Process (Diane Lamb)

8.0 Unfinished Business

9.0 New Business

10.0 Closed Session

   Agenda Topics – To discuss litigation when an action against, affecting, on behalf of the particular Body has been filed and is pending before a court or administrative tribunal or when the public body finds that an action is probable or imminent. (Section 2(c)(11) of the Open Meetings Act); the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body (Section 2(c)(1) of the Open Meetings Act); Agenda Topic – The setting of a price for sale or lease of property owned by the public body, (Section 2(c)(6) of the Open Meetings Act)

11.0 Adjournment
Informational Items:

6.1 Strategic Enrollment Management and Marketing Update (Kim Armstrong)

This is an update on the Strategic Enrollment Management plan as well as how marketing pivoted messaging to align. General topics will include review of barriers, communication voice and delivery methods.

6.2 FY20 Institutional Operational Plan – Year-End Summary (David Cook)

This is a year-end summary of progress made toward meeting the goals of the College’s FY20 Institutional Operational Plan. The seven priorities in FY20 included Build Capacity for Change, Diversity/Inclusion, Enrollment Management, Fiscal & Resource Management, Institutional Advancement, Student Onboarding and Transitions, and Student Success.

Eight of the fifteen goals (53.3%) for FY20 were completed; 1 (6.7%) was substantially completed in FY20 and remain in-progress; 6 (40.0%) have been postponed due to the impact of the state’s shelter-in-place order; and no others were otherwise postponed or not completed in FY20.

Of the 60 targets, 30 (50.0%) were completed; 10 (16.7%) were completed, though targets (including dates and measured objectives) were not met; 1 (1.7%) was substantially completed and remains in progress; 19 (31.7%) have been postponed due to the impact of the state’s shelter-in-place order; and no others were otherwise postponed or not substantially completed in FY20.

6.3 FY 2021 Institutional Operational Plan (David Cook)

The purpose of this informational item is to provide Trustees with a first reading of the proposed objectives under the FY21 Institutional Operational Plan. The College will seek formal approval of these objectives at the Trustees’ August 2020 meeting.

This year, the College’s 4 planning priorities and 11 objectives are fewer in number, reflecting focused responses to the emergent issues brought about by the COVID-19 pandemic as well as to the urgency of the addressing the social causes of racial justice and equity.
6.4 Innovation Fund – Year End Update (Ed Babcock)

This is an update on the projects funded through the Innovation Project Reserve Fund (IPR) and will include a brief summary of the financial position of the fund and a description of the new projects.

6.5 FY2020 Annual Grant Awards Summary – Fourth Quarter Update (Dr. Rita Ali)

Illinois Central College is the recipient of two grants this quarter. The amount of new competitive grant funds for the 4th Quarter of FY20 is $2,035,903. The Board will be updated on the grant-funded program, grants pending approval, and new grant submissions this month.

6.6 Board Policy Review Process (Dr. Sheila Quirk-Bailey)

The College will launch a Board policy review process to ensure compliance with applicable laws and regulatory agency requirements. This two-year process will involve appropriate stakeholders including the board policy liaisons, the College attorney and college management staff as appropriate.

Action Items:

7.1 Next Generation Consulting Agreement for IT Organization Review and CIO Search Process (Diane Lamb)

This expenditure is to engage Next Generation to conduct a review and work with a cross-functional College team to recommend a design to ensure high functioning integrated IT organization and create a profile and engage a national search to select a Chief Information Officer for the College. The CIO position will help guide and coordinate the College’s long-range Technology Plan and establish a strategic roadmap for prioritizing technology investment for the College.
At 5:12 p.m., Chair Cannon called the regular meeting to order and asked Trustee Thetford to lead the audience in the Pledge of Allegiance. Chair Cannon asked the Secretary to call the roll and Carl Cannon, Paula Davis, Diane Lamb, and Dave Mingus were present. Attending remotely: Michael Everett, Kelly Daniels, Gale Thetford, and Courtney Privia. Absent: None.

**Recognition:** Dr. Quirk-Bailey recognized Autumn Cain, who is in her second year at ICC in the Psychology program. She stepped up as a community champion at recent events and is making a positive impact. She is Co-Vice President of Peoria’s Young Revolution Organization, which is a group that helped coordinate a peaceful community protest and organized cleanup efforts after looting due to recent events. Dr. Bailey noted we are very proud of Autumn and wanted to give her an opportunity to share her story in recognition of what she is doing in our community.

Ms. Cain stated that she wanted to speak on the Young Revolution Organization and their goals and challenges with the education system. She provided an overview of the Young Revolution Organization. She stated there is a problem with systemic racism. We are trying to dismantle that and come together as a community to use our voices for systemic change. Ms. Cain assisted in organizing a cleanup in Peoria due to the looting that took place. The Young Revolution Organization also organized a peace protest to circumvent rumors of a planned riot. Many people feel that Peoria victims have not been heard, so the group organized a second rally and silent march to the Gateway building, where a Q&A was held to help people understand how they can help. These conversations are so important to have as we all may not understand our own biases. This event also helped new allies understand how to be better allies. The goal of Young Revolution Organization is to get the community out at more of these events and to educate themselves on racial issues as well as politics to learn how they can use their voice to affect change.

Chair Cannon stated he attended the rally, and it was both powerful and very professionally done. He invited Autumn to reach out to the Board if there is anything they can do to help. Autumn asked everyone to educate themselves about these types of issues. Always be proactive in your own education on racial issues. Trustee Lamb complimented Autumn on all her work.

**Hearing of Citizens:** None. Trustee Cannon stated the meeting was open and the public could attend via a conference bridge line. It was noted that no members of the public were in attendance on the conference line.

**Conflict of Interest:** None
Consent Agenda:

Chair Cannon asked if any Trustee wished to pull any item from the Consent Agenda, and there was no response. Trustee Davis moved to approve the Consent Agenda as presented, including Minutes of the Open Session of the Regular Monthly Meeting on May 21, 2020, Minutes of the Closed Session of the Regular Monthly Meeting on May 21, 2020, Personnel Recommendations, and Monthly Bills for May 1 - 31, 2020. Trustee Everett seconded the motion.

Trustee Davis amended the motion to include the modified purchase report.

Minutes


Personnel Report

New Hires

- Cassandra Tyler - Full-Time Academic Advisor, TRIO Upward Bound
- Dr. Robert Shaw - Full-Time Interim Dean of AIT

Change of Status

- Taylor Howard: From Temp Full-Time Success Coach TRIO Talent Search to Full-Time Success Coach TRIO Talent Search

Separations:

Dr. Emmanuel Awuah - Vice President - Academic Affairs 06/30/2020

Retirements

- Melanie Fleming: Child Care Center Manager – Children’s Center 06/30/2020
- Rex (Keith) Ingold: Food Services Coordinator – Campus Dining 06/30/2020
- Frank Thomas: Computer Training Coordinator – Corporate Computer Training 06/30/2020
- Toni Westbrook: Administrative Assistant II – Advisement and Counseling Services 06/30/2020
**Purchase Report**

**Bid Items:** None

**Direct Purchases:**
Institutional Effectiveness  STUDENT INFORMATION Coursedog $75,000.00
Institutional Effectiveness  DATA WAREHOUSE RS-5 $37,500.00
President’s Office PROFESSIONAL SERVICE AGREEMENT Emmanuel Awuah $80,000

**Bills Including Conference and Meeting Expenses**
- Education Fund: $3,234,004.06
- Operations and Maintenance Fund: $504,765.17
- Operations and Maintenance Fund (Restricted): $253,193.37
- Bond and Interest Fund $607,515.00
- Auxiliary Fund: $304,716.55
- Restricted Fund: $312,860.86
- Audit Fund: $3,692.41
- Liability, Protection, and Settlement Fund: $275,011.30

Chair Cannon requested a roll call vote to approve the consent agenda as presented including the updated purchase report. The following Trustees responded “Aye”: Kelly Daniels, Paula Davis, Michael Everett, Student Trustee Courtney Privia, Diane Lamb, Dave Mingus, Gale Thetford, and Carl Cannon. “Nay”: None. Absent: None. The motion passed.

**Board of Trustees Chair Report**

**Announcement:** Trustee Cannon opened a discussion on current events in the community. He challenged the College to find opportunities to better support the communities it serves in this crisis. He requested that the College seize this opportunity to do three things:

1. Promote our involvement in continuing education of law enforcement officers.
2. Recruit a new generation in law enforcement through ICC’s programs in criminal justice and law enforcement, including not only newly graduated high school students but also underemployed citizens who feel that they can make a difference through law enforcement.
3. Do what we can as an educational institution to make it easier for these students to come through our doors to start their careers.
Chair Cannon used law enforcement education as an example due to his history in this field but shared that there are many other fields that ICC could explore to make a swift and quick difference in the “new normal.” He reviewed ICC’s Use of Force procedures this week. He found that it is well written but may be outdated as it was last updated in the 2010. He requested that the Board engage in a process to review and update Board Policies. The Board’s job is establishing policy. He is proposed that Illinois College Board of Trustees, establish a new committee dedicated to review the policies.

Trustee Lamb stated that she supports this new initiative. Trustee Davis also supports this initiative and will work with the administration and any guidance they provide. We may need to engage professional assistance to expedite the process. Trustee Thetford stated that, if indeed the College has a policy that is not conforming with state policy, it is incumbent upon our administration to stay updated on changes in laws and policies, so she feels the responsibility lies on both administration and the Board. She will support a committee to review policies but feels the administration is fully capable of bringing forth recommendations as to what policies aren’t in sync with existing laws or policies that need to be approved. Chair Cannon states that he has spoken with administration, and they are aware of that the Board Policy Manual should be updated. They are eager to work with the Board to move these issues forward. Trustee Everett suggest that, in doing a review of any policy, we should not wait for a comprehensive study. If there are policies that are outdated and out of conformity, they should be updated and implemented as soon as possible.

Trustee Mingus stated that there should also be an integration of law enforcement officers and the command staff as part of this process. We should also be reaching out to municipalities and state police who interact with ICC to ensure that their policies are consistent with those of ICC. They are all involved with our law enforcement during times of crises.

Chair Cannon stated that with the police institute on campus at ICC, we do not just touch our own department, we touch 8 different counties and 105 municipalities. ICC should take its expertise and let it flow outward. The ICC family is strong.

Trustee Mingus brought up the stigma currently surrounding healthcare due to the COVID-19 situation.

Trustee Lamb stated that during her tenure, she has seen ICC’s police department update their policies. Mr. Budde stated that Chief Larson and Deputy Chief Schwiderski continually review policies and procedures. They had already identified a number of needed updates in their procedures but noted that it is in compliance with current State standards. The ICC Police Department works very closely with local law enforcement and supporting agencies to ensure that we are collaborating and consistent with our practices and procedures. The College has adopted and maintained a very strict community policing approach. This is reinforced with our police officers before they are hired. There is a great deal of training that goes on with our police force and is consistent with the State training standard.
**ICCTA Report:** None

**Legislative Committee Report:** None

**Student Trustee Report:** Courtney Privia, Student Trustee, was invited to share the Student Trustee report. She stated that, due to COVID-19, there are a minimal number of events being planned and hosted this month.

- Student Life is working on offering New Student Orientation (NSO), to be held virtually this summer, with a target starting date of July 1st. Some of the components will include academic advising such as how to read a schedule, navigate through Blackboard, successfully utilize college textbooks, etc., as well as campus resources such as Supplemental Instruction (SI), the food pantry, the bookstore, etc.

- Phi Beta Lambda (PBL) is virtually attending their national conference.

Ms. Privia stated that she participated in the interview process of the candidates for Vice President of Student Success. She organized meetings with the three candidates, where she and a few students were able to meet the candidates and share their experiences as ICC students.

Ms. Privia is also assisting Dr. Garrett, Interim Vice President-Student Success, with the virtual services posted on the ICC website and the MyICC app. Dr. Garrett asked for Ms. Privia’s opinion on the terminology being used and the number of services provided.

**President’s Report**

**Student Success:** Dr. Quirk-Bailey stated that, like many at ICC, recent graduate Jason Schwind believes in the power of learning and teaching. It is his hope to use a future career in healthcare to do just that – teach, help and care for others.

“Working in the healthcare industry has been something I have wanted to do for a while now,” said Jason. “I began getting serious about my body’s health and wanted to make a change, so I started learning, exercising, and changing my nutrition. Now that training and eating well has become a way of life for me and with my deep interest in healthcare, I have a passion for learning how to help others who are having health-related issues.”

Jason was confident that ICC was the right choice as soon as his college experience began. “Attending a smaller college with a tight-knit structure was wonderful and necessary for me. It felt like home in a way, compared to what a huge university would feel like,” said Jason. “Every teacher was friendly, welcoming, and always willing to help...
when needed - which reflects the entire institution. That meant so much to me as a student and made me feel proud to be attending ICC.”

Jason graduated from ICC this spring and plans to attend OSF St. Francis College of Nursing to earn a Bachelor of Science in Nursing and find a fitness nurse position. A fitness nurse performs the same work as a nurse but focuses on individual therapy and physical needs rather than assisting a doctor. Jason feels this will be a great way to combine his love for fitness with his eagerness to help others with their health.

**Announcements:**

Dr. Quirk-Bailey shared what the planned approach will be for the fall semester. Our approach to the fall semester will ensure ICC will

1. Maintain safety and health of students and employees
2. Follow state guidelines of Phases III and IV of Reopen Illinois
3. Adhere to additional guidance from the Illinois Dept. of Public Health and/or the Governor’s office
4. Be prepared for a second wave of the virus in the fall.

We plan to complete labs in the fall prior to when the second wave is expected to hit. We will also focus on multiple course modalities to serve the varying needs of our students.

Dr. Quirk-Bailey recognized Dr. Awuah, stating that this will be his last Board meeting at ICC. He has been a valued member of the ICC team and community for three years and has had many accomplishments during his tenure. He has a wealth of knowledge and experience and has been dedicated to the success of our students. He will be very missed. The College wishes him and his family nothing but success in the future.

Trustee Davis wanted to echo her congratulations to Dr. Awuah and thank him for all that he has done. He has had a tremendous amount of work at ICC and accomplished it remarkably. Chair Cannon echoed those sentiments.

**Treasurer's Report:** Mr. Budde, Executive Vice President of Administration and Finance, provided the Treasurer’s report. Mr. Budde stated that the College is trending in a very favorable position. There were even more positive results in the medical activity in the past month, putting the College in a better position to finish the year with a surplus that will be needed in the next fiscal year.

Revenue is trending consistently with prior periods and showing negative variances in state funding and tuition. The negative variance in state funding is due to timing. We expect to receive all revenue eventually. Tuition is impacted by the COVID-19 pandemic and lower than expected enrollment numbers for the year. Other revenue such as corporate property replacement tax came in well above projections. There will only be an anticipated shortfall of $600,000.
On the expenditure side, we see positive variances. The positive variance in salaries is largely due to the timing of filling vacant positions. There are also positive variances in expenditures due to holding back on discretionary expenditures. Also the fact that employees have not physically been present on campus has resulted in a savings in utility costs, among other things.

In reviewing the fund reserves and fund balance, a $1 million positive variance is projected for the year end but in forecasting for next year, it is anticipated those fund will be needed as there will be a number of challenges with uncertain revenue sources and enrollment numbers. As previously noted, they are analyzing the budget and will bring a tentative budget in August to be approved at the September Board meeting.

Trustee Thetford recognized Dr. Awuah and wanted to say how much she appreciated his expertise and work with getting the faculty requirements in line then asked to confirm that the financial fallout with respect to spring was $789,000. Mr. Budde stated that, as far as refunds related to drops, it is approximately $250,000. What is not reflected in the financials is where the College is with student receivables, which are up approximately $1 million compared to the prior year. Some of the write-off implications are still yet to be determined. We changed the approach in the billing, recovery, and pursuit of those financial obligations in light of the current situation. We were not as aggressive on the collection side due to the current environment. One of the adjustments that will be reviewed is what level the reserves will need to be set to for the end of the fiscal year. We have not fully completed that analysis but are working with Student Accounting to determine what the uncollectable portion of that will be.

Further discussion ensued. Mr. Budde noted that the refund amount was approximately $100,000 and the number of drops related to the impact of COVID-19 was approximately $150,000.

Trustee Davis referred to the significant diversion of funds from the corporate property replacement tax and asked if it is fair for the College to look at that in the same manner that the College looks at benefits each year, as there could be quite a large swing in those amounts. Mr. Budde stated that we always typically forecast very conservatively but that is one number that is consistently hard to forecast. We anticipate a reduction in that figure next year.

Trustee Everett noted the State is getting used to diverting funds and feels that we need to start vocalizing our displeasure to our representatives.

Trustee Lamb stated that she is hearing that the College is experiencing a savings due to learning and work being done remotely and asked if there would be a loss. Mr. Budde stated that, operationally, there would be a surplus as there were lower than expected expenses, and revenues have held relatively steady.

Trustee Davis stated that, while the projections for the benefits will be lower than expected, next year they expect the cost of benefits to go up as people will start to
schedule medical procedures that were put off this year due to COVID-19.

Chair Cannon entertained a motion to approve the Treasurer’s report. Trustee Davis motioned to approve the Treasurer’s report as presented. Trustee Mingus seconded the motion. Chair Cannon requested a roll call vote. The following Trustees responded “Aye”: Paula Davis, Michael Everett, Student Trustee Courtney Privia, Diane Lamb, Dave Mingus, Gale Thetford, Carl Cannon, and Kelly Daniels. “Nay”: None. Absent: None. The motion passed.

Informational Items

6.1 Workforce Sustainability Center “WSC” Update (Mr. Budde Budde)

Mr. Budde provided an update on the Workforce Sustainability Center Project and budget. Contextually, when the initial budget was developed, it was done to access EDA grant funding, which would also help leverage the $2.9 million funding at the State level. In that process, a budget was completed at a high level due to the short timeline. In addition, the CDB projects do carry additional costs to the College. They also use a different assumption. Where they require a 10 percent contingency, the college normally budgets at 5 percent but usually only sees a 2 percent contingency for most projects. Due to where we are in the process with the CDB, the College will need to make some type of commitment supportive of the additional funding if it is necessary. If necessary, the College does have the funds available through fund reserves or building improvement funds. We are not required to fund any of this until the project goes out for bid in July of 2021. A more detailed plan will be presented to the Board late in this year once the bid process is completed.

He invited Dominick Demonica, of Demonica Kemper Architects (DKA), to share an update on the project. Mr. Demonica stated that we are at the very early stage in the program development. We have not yet started the design work. He reviewed the programs that will be housed in the Workforce Sustainability Center, stating they have met with each group to understand their program needs. These spaces are very heavily driven by equipment needs. Understanding the equipment and its layout to maintain safety begins to shape the plan as it is developed. The building will be approximately 28,000 square feet. It will be located on the far end of the campus, near the pond. Mr. Demonica reviewed the campus location for the building and the program locations within the building. The have put their best estimate as to costs and are projecting $8.1 million in construction costs, $1.2 for contractors, $300,000 for the CDB management costs, and a 10 percent contingency required by the CDB. We are not anticipating contingency costs over 2 percent.

Trustee Lamb referenced the schedule and asked why a year between final acceptance and contract completion is there. Mr. Demonica stated that, as part of the contract, there is a scheduled warranty inspection nine months after completion. We will review the
Trustee Thetford confirmed the total project cost is $11.4 million, which is a $1.4 million increase from the last projection just over a year ago. She asked what has driven the cost up by this large amount. Mr. Demonica stated that a year ago there was not an understanding that the CDB was going to manage this process which drives up the cost through administrative fees along with the cost associated with a larger building design.

Dr. Quirk-Bailey stated that we have never had the opportunity to get $3 million dollars from the federal government, nor did we have time to do detailed planning prior to that. From a broader perspective, we will get an $11.4 million asset, but ICC will only be putting in $5.4 million. The College is paying for less than half of this building.

Trustee Everett asked for a ballpark figure as to how much the cost would increase once the design work is completed. Mr. Demonica stated that he expects the cost to decrease.

Trustee Davis appreciates the process and having the staff involved in the design.

Chair Cannon asked what is the maximum number of students that can be in the building spaces. Mr. Demonica stated that there is tracking on the attached spreadsheets.

6.2 Spring 2020 Student Success Data Book (David Cook)

Mr. Cook stated that the Student Success Data Book is now in its third year of publication. There are 23 indicators across the six broad institutional effectiveness measures. The data book provides a wide disaggregation of the data across the 23 indicators by sub-populations including gender, age, race, enrollment status, Pell eligibility status, and developmental placement status.

Under student advancement, we are making good progress in providing a full range of disaggregation, which is challenging as the cohorts go through changes that occur outside of the College and the state and federal governments adjust that data.

Mr. Cook stated that new reporting this year is that the disaggregations have been updated by indicator to take into account fall 2019 activity. The demographics have been updated based on the Peoria Metropolitan Statistical Area (PMSA). The executive summary highlights performance gaps notable across two key sub-populations: part-time students and African American students. Information is also included on the developmental education efforts and some of the impacts moving to scale may be having on some of the measures reported. There has been an update to the section on voluntary framework of accountability for our two- and six-year cohorts.

Mr. Cook noted in some cases there is comparative information that does not seem to be updated. There are two main comparative sources for the data book. One is the Integrated Post-Secondary Data System (IPEDS). If an institution receives Title IV funds,
they provide submissions by surveys to IPEDS on a three-time-per-year cycle. We also submit reports to the NCCBP, the National Community College Benchmarking Project which is a voluntary data submission organization, in June or July, and they come back to us in late September.

Mr. Cook recognized his team for all their effort in producing this book: Megan Bomar, Dan Kelly, and Tejaswini Mummadi.

Dr. Quirk-Bailey wanted to remind the Board that, on an overall basis, the College meets or exceeds all local benchmarks and national standards. The story here is that when you disaggregate the data, our part-time students are less successful than our full-time students, our African American students are less successful than the majority of students, and our developmental students are less successful than students who start college-ready. That is why our strategic plan and all our innovation teams are focused on those subsets. We want all of ICC’s students to be successful, not just that majority population. We are now focused, as an institution, to make sure that success is shared equitably.

6.3 Report from the Members of the Registry (Deb Garrett, Bruce Busby, Kris Binard)

Dr. Quirk-Bailey stated these presenters filled interim positions over the past academic year and stepped in and made a dramatic impact on this institution. They also functioned as consultants.

The presenters, who included Deb Garrett-Interim VP of Student Success, Kris Binard-Interim Dean of Enrollment Management, and Bruce Busby-Interim Dean of Humanities, provided their professional background history. The team provided a report on their observations and suggestions for the College.

Ms. Binard stated Enrollment Services started reviewing their processes to understand how the department is aligned with student success. There is a student success platform where students can see their classes and get information on ICC. They also spent time rolling out MyICC, which gives student quick access to the information they need. They trained the staff in March and were then able to transition to virtual services. We have had student input throughout the whole process.

Mr. Busby stated that one observation is ICC articulates clearly and effectively its mission commitment to the economic development of the community that it serves. We encourage the College to continue this commitment. It is exemplary.

Dr. Garrett stated that she has been working on developing an assessment framework for the Student Success Division, which is an HLC requirement. She ensured that all programs have a mission statement that supports the mission of the College. We developed student learning outcomes, which also support the three institutional learning outcomes. We also developed program outcomes. The College needs to continue its
efforts in curricular and co-curricular outcomes to be assessed. The entire College needs to be able to identify how they support student learning and student success.

Ms. Binard stated the College does have roles and responsibilities to students, and her role was to ensure that roles and responsibilities align with the processes in place for student success. She commends the use of the student success data book and encourages ICC to continue the culture of reviewing data and looking at compliance in a context of how we can help students be successful.

Mr. Busby stated that, when you observe a healthy institution, you know it is healthy when it responds well to catastrophe. This year, facing the global pandemic, the College leadership did not stop. ICC has seen the pandemic not just as a catastrophe, but as an opportunity; particularly in the way we have moved learning online and supported faculty development, many of whom had never taught online, and also supported academic leadership as the led that conversion.

Dr. Garrett spent time with the athletic department trying to unify it due to feelings of inequity in regard to support, responsibilities, budgets, and policy adherence. The policies and procedures have been updated including developing a coach’s handbook, which further defines responsibilities. Two things that need further work are 1. Define how we can better market the athletic department and 2. Do a better job in defining the role of athletics in a community college in terms of support from the College and how the athletics department can support the college in what they do.

Ms. Binard reviewed some of the aspects her team was working in relation to the strategic plan.

1. Student engagement – How is the College engaging students through communication? Her team is working with Marketing and Institutional Advancement to understand how students learn the information they need and how they are supported at the College.
2. Completion Team and advising redesign.

Mr. Busby encouraged the College to remain committed to the continuing development of faculty and professional staff.

The team thanked Dr. Quirk-Bailey, the Board, and College employees, stating this institution is poised to be a great institution that others will look to for best practices for community colleges within the country.

Trustee Thetford thanked the Registry team for taking on the assignments here at ICC, especially during these times.
Action Items:

7.1 Motion to Approve the Transfer of Working Cash Fund Interest Resolution – 2020-02

Trustee Everett moved to approve Resolution 2020-02 - the Transfer of Working Cash Fund Interest. Trustee Davis seconded the motion. Chair Cannon asked if any Trustee had any additional questions and there was no response. Chair Cannon requested a roll call vote. The following Trustees responded “Aye”: Michael Everett, Student Trustee Courtney Privia, Diane Lamb, Dave Mingus, Gale Thetford, Carl Cannon, Kelly Daniels, and Paula Davis. “Nay”: None. Absent: None. The motion passed.

7.2 Motion to Approve the Interfund Transfer – Resolution 2020-03 (Foundation)

Trustee Everett moved to approve Resolution 2020-03 - the Interfund Transfer for Foundation Funding. Trustee Mingus seconded the motion. Chair Cannon asked if any Trustee had any additional questions and there was no response. Chair Cannon requested a roll call vote. The following Trustees responded “Aye”: Diane Lamb, Dave Mingus, Gale Thetford, Carl Cannon, Kelly Daniels, Paula Davis, Michael Everett, and Student Trustee Courtney Privia. “Nay”: None. Absent: None. The motion passed.

7.3 Motion to Approve the Interfund Transfer – Resolution 2020-04 (Auxiliary Funding)

Trustee Everett moved to approve Resolution 2020-04 – the Interfund Transfer for Auxiliary Funding. Trustee Davis seconded the motion. Chair Cannon asked if any Trustee had any additional questions and there was no response. Chair Cannon requested a roll call vote. The following Trustees responded “Aye”: Dave Mingus, Gale Thetford, Carl Cannon, Kelly Daniels, Paula Davis, and Michael Everett, Student Trustee Courtney Privia, and Diane Lamb. “Nay”: None. Absent: None. The motion passed.

7.4 Motion to Authorization to Expend FY 2020-2021 Monies

Trustee Everett moved to approve the Authorization to Expend for 2020-2021 until the final budget is adopted in September. Trustee Davis seconded the motion. Chair Cannon asked if any Trustee had any additional questions and there was no response. Chair Cannon requested a roll call vote. The following Trustees responded “Aye”: Gale Thetford, Carl Cannon, Kelly Daniels, Paula Davis, and Michael Everett, Student Trustee Courtney Privia, Diane Lamb, and Dave Mingus. “Nay”: None. Absent: None. The motion passed.
7.5 Motion to Approve the Illinois Central College FY20 Employment Contract Executive Vice President of Administration and Finance

Trustee Davis moved to approve the one-year contract for Mr. Budde, Executive Vice President of Administration and Finance as presented. Trustee Thetford seconded the motion. Chair Cannon asked if any Trustee had any additional questions and there was no response. Chair Cannon requested a roll call vote. The following Trustees responded “Aye”: Carl Cannon, Kelly Daniels, Paula Davis, and Michael Everett, Student Trustee Courtney Privia, Diane Lamb, Dave Mingus, and Gale Thetford, “Nay”: None. Absent: None. The motion passed.

Unfinished Business: None

New Business: None

Closed Session

At 7:02 p.m., Chair Cannon entertained a motion for closed session. Trustee Thetford moved that the Board of Trustees conduct a closed session to discuss the following matters:

- Litigation when an action against, affecting, on behalf of the particular public body has been filed and is pending before a court or administrative tribunal or when the public body finds that an action is probable or imminent (Section 2(c)(11) of the Open Meetings Act);
- The setting of a price for sale or lease of property owned by the public body (Section 2(c)(6) of the Open Meetings Act); and
- Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees (Section 2(c)(2) of the Open Meetings Act); and
- The appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body (Section 2(c)(1) of the Open Meetings Act).

Vice Chair Davis seconded the motion. Chair Cannon requested a roll call vote. The following Trustees responded “Aye”: Kelly Daniels, Paula Davis, Michael Everett, Student Trustee Courtney Privia, None. Absent: None. The motion passed unanimously. Chair Cannon asked Dr. Quirk-Bailey to request that Mr. Budde remain for the closed session. All other guests and staff members were excused. A break was taken from 7:03 p.m. to 7:10 p.m.
(Closed Session)

Chair Cannon called the closed session meeting to order at 7:10 p.m., and asked the secretary to call the roll, and Carl Cannon, Paula Davis, Diane Lamb, and Dave Mingus were present. Attending remotely: Mike Everett, Kelly Daniels, Gale Thetford, and Courtney Privia. Absent: None.

Adjournment

At 7:25 p.m., Chair Cannon entertained a motion to adjourn the closed session and resume open session. Trustee Mingus moved to adjourn the closed session and resume open session. Trustee Daniels seconded the motion. Chair Cannon requested a roll call vote and the following Trustees responded “Aye”: Kelly Daniels, Paula Davis, Michael Everett, Student Trustee Courtney Privia, Diane Lamb, Dave Mingus, Gale Thetford, and Carl Cannon. “Nay”: None. Absent: None. The motion passed.

At 7:26 p.m., Chair Cannon entertained a motion to adjourn open session. Trustee Thetford moved to adjourn open session. Trustee Davis seconded the motion. Chair Cannon requested a voice vote and the following responded “Aye”: Paula Davis, Michael Everett, Student Trustee Courtney Privia, Diane Lamb, Dave Mingus, Gale Thetford, Carl Cannon, and Kelly Daniels. “Nay”: None. Absent: None. The motion passed unanimously. The meeting was adjourned.

The next regularly scheduled meeting will be held Thursday, July 16, 2020, at 5:00 p.m. on the East Peoria Campus, Founders Room 211 and via the online platform Microsoft Teams. Public participation will be via conference call.

P. Sue Bulitta
Secretary, Board of Trustees
Board of Trustees  
Personnel Recommendations Report  
Thursday, June 18, 2020

New Hires:

<table>
<thead>
<tr>
<th>Name</th>
<th>Effective Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaMar Anderson</td>
<td>06/22/2020</td>
<td>Full-Time Success Coach TRIO Talent Search</td>
</tr>
</tbody>
</table>

Education:
- Western Illinois University, Macomb IL - Bachelor’s in Social Work

Work Experience:
- Recruitment Coordinator - Methodist College, Peoria IL
- Career Pathways Coordinator - Greater Peoria Economic Development Council, Peoria IL

<table>
<thead>
<tr>
<th>Name</th>
<th>Effective Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Hebert, Jr.</td>
<td>07/01/2020</td>
<td>Vice President - Student Success</td>
</tr>
</tbody>
</table>

Education:
- University of Phoenix, Brookfield WI - Master’s in Adult Education Leadership & Online Learning
- Southern Illinois University, Carbondale IL - Master’s in Higher Education
- Southern Illinois University, Carbondale IL - Bachelor’s in Broadcasting/ Journalism

Work Experience:
- Vice President for Student Affairs - North Shore Community College, Danvers MA
- Senior Vice President for Educational Services - Wisconsin Association of Independent Colleges and Universities (WAICU), Madison WI
- Director, Office of Central Academic Advising - Wisconsin Association of Independent Colleges and Universities (WAICU), Madison WI
- Campus Dean for Student Affairs/ Enrollment Management - University of Wisconsin, Wausau WI
- Assistant Director/ Senior Advisor - University of Wisconsin, Madison, WI
Education:
- Southern Illinois University, Carbondale IL - Bachelor's in Workforce Education & Development

Work Experience:
- Corporate Training Team Lead - Busey Bank, Peoria IL
- Human Resources Generalist - South Side Bank, Peoria IL
- Education Administrator - U. S. Department of Justice, Pekin IL
ILLINOIS CENTRAL COLLEGE  
Purchase Report  
July 16, 2020

Public Act 095-0990 ("The Act") requires schools to award all contracts for purchase of supplies, materials or work involving an expenditure in excess of $25,000 to the lowest responsible bidder, considering conformity with specifications, terms of delivery, quality and serviceability, after due advertisement. The Act does allow for exceptions which can be found in Code Section 10-20.21.

Only items that require formal bidding will be included in the formal Purchase Report.

Expenditures above $25,000 that fall under a bidding exception, although not required to be disclosed, (i.e. used equipment, sole source purchases, data processing equipment, etc.) will be listed in the Supplemental Purchasing Information section. For more information regarding bidding exemptions, please see ICC Purchasing guidelines.

BID ITEMS TO BE APPROVED FOR AWARD

<table>
<thead>
<tr>
<th>Division</th>
<th>Bid</th>
<th>Vendor</th>
<th>Award</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# DIRECT PURCHASES

<table>
<thead>
<tr>
<th>Division</th>
<th>Description</th>
<th>Vendor</th>
<th>Award</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Services</td>
<td>INTERNET SERVICE PROVIDER- EAST PEORIA CAMPUS &amp; CAMPUS HOUSING</td>
<td>Stratus Networks</td>
<td>$60,000.00</td>
<td>1</td>
</tr>
<tr>
<td>Technology Services</td>
<td>MICROSOFT CAMPUS AGREEMENT</td>
<td>CDW-Government</td>
<td>$56,702.62</td>
<td>2</td>
</tr>
<tr>
<td>Technology Services</td>
<td>INTERNET SERVICE PROVIDER- PEORIA CAMPUS</td>
<td>Windstream Communications</td>
<td>$50,000.00</td>
<td>3</td>
</tr>
</tbody>
</table>

## PROFESSIONAL SERVICES

| Technology Services & Human Resources | IT ASSESSMENT WITH REDESIGN AND CIO SEARCH | Next Generation | $80,000.00 | 4    |
Explaination of expenditure:
This expenditure is for the fifth year of a ten-year contract which is paid monthly for internet service, transport, bandwidth, and maintenance. This service provides a modern ISP platform delivered directly to the East Peoria Campus plus one separate gigabit circuit for Campus Housing.

Recommendation:
It is recommended that this purchase be granted on a direct purchase basis, waiving formal bidding procedures.

Rationale:
Telecommunications service, maintenance agreements, and software purchases are exempt from formal bidding requirements. However, prior to contracting with Stratus Networks, quotes were received from three Internet Service Providers; Stratus, Windstream and iTV3 (i3 Broadband). The Stratus Networks proposal was the only one to include installation valued at $50,000, in addition to a competitive annual rate.

Award:
Stratus Networks  $ 60,000.00

Budget:
Operations & Maintenance -  
Energy Initiatives  $ 60,000.00
MICROSOFT CAMPUS AGREEMENT

Explanation of expenditure:
This expenditure is for the annual Microsoft Campus Agreement for the 2020-2021 academic school year. It allows Technology Services to deploy Microsoft Office Enterprise, desktop operating systems and server licenses on all College-owned computers based upon full-time equivalent employees. In addition, this agreement provides a work at home option for faculty and staff which is essential for employees who are working remotely at this time.

Recommendation:
It is recommended that the purchase of this maintenance agreement be granted on a direct purchase basis, waiving formal bidding procedures. The Microsoft Campus Agreement utilizes the "Illinois Public Higher Education Cooperative" (IPHEC) which extends Level A pricing, the most favorable pricing offered by Microsoft, to community colleges on behalf of the Illinois Community College Board.

Rationale:
Maintenance agreements are exempt from formal bidding requirements.

Award:
CDW- Government, Inc. $ 56,702.62

Budget:
Educational Fund - Technology Services $ 56,702.62
INTERNET SERVICE PROVIDER - PEORIA CAMPUS

Explanation of expenditure:
This expenditure is for the third year of a five-year contract which is paid monthly for internet service, transport, bandwidth and maintenance. This service provides a one gigabit circuit and modern ISP platform delivered directly to the Peoria Campus. It also includes a dark fiber lease which connects the Peoria Campus to the East Peoria Campus and provides faster network speeds and lower latency between the two locations.

Recommendation:
It is recommended that this purchase be granted on a direct purchase basis, waiving formal bidding procedures.

Rationale:
Telecommunications service, maintenance agreements, and software purchases are exempt from formal bidding requirements. Windstream is the only ISP with fiber on the Peoria Campus. College personnel have negotiated a five-year contract that also includes a dark fiber lease although Windstream no longer offers leases for dark fiber.

Award:
Windstream Communications $ 50,000.00

Budget:
Operations & Maintenance - $ 50,000.00
Energy Initiatives
**IT ASSESSMENT WITH REDESIGN AND CIO SEARCH**

**Explanation of expenditure:**
This expenditure is to engage Next Generation to conduct a review and work with a cross-functional College team to recommend a design to ensure high functioning integrated IT organization and create a profile and engage a national search to select a Chief Information Officer for the College. The CIO position will help guide and coordinate the College’s long-range Technology Plan and establish a strategic roadmap for prioritizing technology investment for the College.

The assessment and redesign phase (Phase One) will involve project planning and interview sessions with stakeholders throughout the College in order to discern and develop an improved student-centered IT organization. Deliverables for Phase One will require six weeks to complete and include a functional organization chart for a new IT unit and a leadership agenda for a CIO. Phase Two will define an ideal CIO candidate for the College, market the position, screen applicants, recommend a "short-list" of candidates, support interviews, debrief committee and candidates, support second round interviews and finalize offer.

Next Generation was selected based on their unique background and breadth of experience in consulting with Colleges and Universities throughout the country.

**Recommendation:**
The College faces several critical technology related decisions in support of the student focused initiatives, Title III funding and the review of our ERP and key supporting systems. Furthermore, COVID-19 has highlighted the need for more extensive IT capabilities in order to support various course design and pedagogical approaches with expanded academic technology and faculty support. Now more than ever before, the College relies heavily on remote operations and online learning. Therefore, it is imperative to prioritize IT initiatives and recruit an experienced, knowledgeable and diverse IT leader who will facilitate decisions from an institutional perspective and improve the College’s ability to execute strategic technology objectives. It is recommended to engage with Next Generation to support this endeavor.

**Rationale:**
Contracts for the services of individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part are exempt from formal bidding procedures.

**Award:**

| Next Generation                      | $ 80,000.00 |

**Budget:**

| Educational Fund- Technology Services | $ 30,000.00 |
| Human Resources                       | $ 50,000.00 |

$ 80,000.00
### BOARD BILLS PRESENTED FOR PAYMENT
#### FUND SUMMARY

**Business Unit:** ICCOL  
**Payment Dates - From:** 01.JUN.2020 to 30.JUN.2020

<table>
<thead>
<tr>
<th>Description of Fund</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Education Fund</td>
<td>4,228,181.68</td>
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<tr>
<td>Operations and Maintenance Fd</td>
<td>611,308.63</td>
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<tr>
<td>Oper and Maint Fund (Restrict)</td>
<td>390,839.95</td>
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<tr>
<td>Auxiliary Fund</td>
<td>236,746.10</td>
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<tr>
<td>Restricted Fund</td>
<td>715,680.81</td>
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<tr>
<td>Trust and Agency Fund</td>
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<tr>
<td>Audit Fund</td>
<td>2,624.77</td>
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<tr>
<td>Liab,Protect and Settlement Fd</td>
<td>253,632.85</td>
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</tbody>
</table>

**TOTAL FOR ALL FUNDS:** $6,440,164.79

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End of Report
## ILLINOIS CENTRAL COLLEGE
CONFERENCE / MEETING EXPENSES
PAYMENT DATES 6/1/2020 - 6/30/2020

<table>
<thead>
<tr>
<th>Name and Department</th>
<th>Invoice Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>ALSENE, ABBIE</strong></td>
<td>Student Life REFUND REGISTRATION</td>
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<td></td>
<td>EDUCAUSE WEBINAR</td>
<td>79.00</td>
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<tr>
<td></td>
<td>Student Organizations VIRTUAL PBL NATL CONF, JUNE 2020</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>264.00</strong></td>
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<td><strong>ARMSTRONG, KIM</strong></td>
<td>Marketing HIGHER ED EDUCATIONAL INSTITUTE CONF</td>
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<td></td>
<td>COMMENCEMENT FOOD</td>
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<tr>
<td><strong>ARREGUIN, SANDY</strong></td>
<td>Upward Bound 9/1/19-8/31/20 CONF REG: DESIGN VIRTUAL UB PRGM</td>
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<td></td>
<td>OSF JUMP CENTER 2/29/20 (8)</td>
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<td><strong>1,450.00</strong></td>
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<td><strong>BUDDE, BRUCE</strong></td>
<td>Board Of Trustees BOARD MTG CONF CALL</td>
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<td>Educational Foundation FOUNDATION MTG CONF CALL</td>
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<tr>
<td><strong>CARRICO, ELIZABETH</strong></td>
<td>Transitional IME Pilot REIM.MILGE.SPR'20</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>133.98</strong></td>
</tr>
<tr>
<td><strong>COOK, DAVID</strong></td>
<td>Institutional Research AIR WEBINAR</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>160.00</strong></td>
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<tr>
<td><strong>DANIELS, TOD</strong></td>
<td>TRIO SSS 9/1/19-8/31/20 EOY CELEBRATION ITEMS TO STUDENTS</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>116.78</strong></td>
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<tr>
<td><strong>FENGEL, BRIAN</strong></td>
<td>Police Training REIM.MILGE.MEALS.MTU5.MTG.6/5</td>
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<td></td>
<td><strong>Total</strong></td>
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<td><strong>GRUNOW, MELISSA</strong></td>
<td>Transitional IME Pilot REIM.MILGE.TRNSTL.ENG.1/12/20</td>
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<td><strong>Total</strong></td>
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<td><strong>JOLIET JUNIOR COLLEGE DIST #525</strong></td>
<td>Workforce Equity Management INV.2535.WEI.MTG.LNCH.3/4/20</td>
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<tr>
<td><strong>JUNIOR ACHIEVEMENT CENTRAL ILLINOIS INC</strong></td>
<td>College &amp; Career Readiness HOF.SPNSRSHP.2020.5.TCKTS</td>
<td>1,000.00</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1,000.00</strong></td>
</tr>
<tr>
<td><strong>POINTS, EMILY</strong></td>
<td>Advisement &amp; Counseling Servic 2020 VIRTUAL CAMPUS PREVENTION SUMMIT 6/3/20</td>
<td>106.66</td>
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<td></td>
<td>Dean Of Student Services REFUND REGISTRATION</td>
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<td><strong>Total</strong></td>
<td><strong>(388.34)</strong></td>
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<tr>
<td>Name</td>
<td>Category</td>
<td>Description</td>
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<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>POTTS, LEE ANN</td>
<td>Bookstore</td>
<td>STAFF LUNCH (12)</td>
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<td></td>
<td></td>
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<tr>
<td>SWAN, JEAN</td>
<td>Police Training</td>
<td>REIM.MILGE.MTU.MTG.6/5/20</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>YOUNG, JOLONDA</td>
<td>TRIO Talnt Srch 9/1/19-8/31/20</td>
<td>VIRTUAL CAMP</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Expenditure amount exceeds GSA per diem rates. Expenditure was determined to be reasonable, appropriate and allowable. The expenditure was reimbursed at the actual amount.

Note: This does not include any internal charges for vehicle chargeback or internal cafeteria charges.
ILLINOIS CENTRAL COLLEGE

INFORMATIONAL ITEM

SUBJECT: Strategic Enrollment Management and Marketing Update

ACTION:
- Review for formal recommendation to the full Board of Trustees at the next regular Board meeting.
- Background material for future Board of Trustees action.
- Update information/status report. For informational purposes only.

SUMMARY:
The purpose of this informational item is to provide updates to our Strategic Enrollment Management plan as well as how marketing pivoted messaging to align. General topics will include review of barriers, communication voice and delivery methods.

FOUNDATIONAL COMMITMENTS SUPPORTED:

<table>
<thead>
<tr>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping Students Learn</td>
</tr>
<tr>
<td>Managing Student and Stakeholder Needs</td>
</tr>
<tr>
<td>Valuing People</td>
</tr>
<tr>
<td>Knowledge Management and Resource Stewardship</td>
</tr>
</tbody>
</table>

BACKGROUND INFORMATION:
Student Services, Admissions and Marketing have been working collaboratively to identify opportunities for improvement in student messaging, as well as communication to prospective students and the community. From March through May, we all pivoted our ‘typical’ plans to address our new reality. This will be an overview of the ‘what’, what we did, what we identified, and what we improved and the why behind those decisions.

RATIONALE:
Enrollment is a key driver for budgetary considerations as well as a measure of how well the College is serving the educational needs of the District’s residents.

Prepared by: Kim Armstrong
Division: Marketing & Institutional Advancement
Approved by: [Signature]
Date: July 10, 2020
ILLINOIS CENTRAL COLLEGE

INFORMATIONAL ITEM

SUBJECT: FY20 Institutional Operational Plan – Year-End Summary

ACTION:
- Review for formal recommendation to the full Board of Trustees at the next regular Board meeting.
- Background material for future Board of Trustees action.
- Update information/status report. For informational purposes only.

SUMMARY:

The purpose of this informational item is to provide Trustees with a year-end summary of progress made toward meeting the goals of the College’s FY20 Institutional Operational Plan. Trustees will recall three prior updates this year on the College’s first-, second-, and third-quarter progress within the plan’s seven planning priorities. The seven priorities in FY20 included Build Capacity for Change, Diversity/Inclusion, Enrollment Management, Fiscal & Resource Management, Institutional Advancement, Student Onboarding and Transitions, and Student Success.

Recall that the FY20 Institutional Operational Plan contained targets for 15 distinct objectives aligned to these seven priorities. For each of these goals, the College’s Cabinet Leads now describe their year-end completion status in one of five ways:

- Completed
- In-Progress
- Postponement due to Shelter-in-Place (SIP)
- Postponed
- Not Completed

8 of the 15 goals (53.3%) for FY20 were completed; 1 (6.7%) was substantially completed in FY20 and remain in-progress; 6 (40.0%) have been postponed due to the impact of the state’s shelter-in-place order; and no others were otherwise postponed or not completed in FY20.

For the 60 targets, Cabinet leads describe their year-end target completion status in one of six ways:

- Completed, target met
- Completed, target not met
- In-Progress
- Postponed due to SIP
- Postponed
- Not Completed
Of the 60 targets, 30 (50.0%) were completed; 10 (16.7%) were completed, though targets (including dates and measured objectives) were not met; 1 (1.7%) was substantially completed and remains in progress; 19 (31.7%) have been postponed due to the impact of the state’s shelter-in-place order; and no others were otherwise postponed or not substantially completed in FY20.

A tally sheet detailing the completion status for the 15 goals and 60 targets is included with the FY20 Institutional Operational Plan Year-End Summary.

Trustees will be given an overview and provided more detail on areas where goals may be in-progress, postponed, or not completed.

FOUNDATIONAL COMMITMENTS SUPPORTED:

| X | Helping Students Learn |
| X | Managing Student and Stakeholder Needs |
| X | Valuing People |
| X | Knowledge Management and Resource Stewardship |

BACKGROUND INFORMATION:

This is the final update on the College’s FY20 Institutional Operational Plan; the first three updates were provided at the October 2019, January 2020, and April 2020 meetings, respectively.

RATIONALE:

Prepared by: David Cook
Division: IR & P
Approved by: [Signature]
Date: 07/10/2020
FY 2020 Institutional Operational Plan
Outcomes Summary

- Build Capacity for Change
- Diversity/Inclusion
- Enrollment Management
- Fiscal & Resource Management
- Institutional Advancement
- Student Onboarding & Transitions
- Student Success
<table>
<thead>
<tr>
<th>Planning Priority</th>
<th>Obj. #</th>
<th>Institutional Operational Plan Objective</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Capacity for Change</td>
<td>1</td>
<td>Investigate, design, and implement employee professional development programs.</td>
<td>4</td>
</tr>
<tr>
<td>Diversity/Inclusion</td>
<td>2</td>
<td>Design and implement programs to improve campus diversity.</td>
<td>6</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>3</td>
<td>Implement Phase I of the Constituent Relationship Management (CRM) platform.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Investigate and design a Community Outreach Framework with community-based organizations to integrate with Workforce programming.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Implement the Strategic Enrollment Management Plan elements and supporting initiatives for FY20.</td>
<td>10</td>
</tr>
<tr>
<td>Fiscal &amp; Resource Management</td>
<td>6</td>
<td>Investigate and design a Decision Band Method compensation program.</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Design a Facility Master Plan that aligns with the College Strategic Plan.</td>
<td>12</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>8</td>
<td>Investigate and design a plan for improving ICC's web site.</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Prepare for and host the HLC AQIP Pathway and ICCB recognition visits.</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Implement Phase I of a college governance structure review.</td>
<td>14</td>
</tr>
<tr>
<td>Student Onboarding &amp; Transitions</td>
<td>11</td>
<td>Advance the use of multiple measures for academic placement in math and English.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Design and implement additional high school-to-ICC curricular pathways and ICC-to-university transfer pathways.</td>
<td>16</td>
</tr>
<tr>
<td>Student Success</td>
<td>13</td>
<td>Implement the First Semester Experience pilot program.</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Investigate and design technology-based strategies to support teaching and learning.</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Design and implement Phase II of a systematic approach to assess student learning.</td>
<td>19</td>
</tr>
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</table>
### FY20 INSTITUTIONAL OPERATIONAL PLAN - OVERALL GOAL STATUS SUMMARY

<table>
<thead>
<tr>
<th>Objective Area</th>
<th>Completed</th>
<th>In-Progress</th>
<th>Postponed due to SIP</th>
<th>Postponed</th>
<th>Not Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Capacity for Change (1 Obj.)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diversity/Inclusion (1 Obj.)</td>
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<tr>
<td>Enrollment Management (3 Objs.)</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Fiscal &amp; Resource Management (2 Objs.)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Institutional Advancement (3 Objs.)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Onboarding &amp; Transitions (2 Objs.)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Student Success (3 Objs.)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>15 Objectives Total</strong></td>
<td><strong>8</strong></td>
<td><strong>1</strong></td>
<td><strong>6</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>93.3% of FY20 objectives completed or postponed due to SIP</strong></td>
<td><strong>53.3%</strong></td>
<td><strong>6.7%</strong></td>
<td><strong>40.0%</strong></td>
<td><strong>0.0%</strong></td>
<td><strong>0.0%</strong></td>
</tr>
</tbody>
</table>

### FY20 INSTITUTIONAL OPERATIONAL PLAN - ACTIONS/TARGETS STATUS SUMMARY

<table>
<thead>
<tr>
<th>Objective Area</th>
<th>Completed - target met</th>
<th>Completed - target not met</th>
<th>In-Progress</th>
<th>Postponed due to SIP</th>
<th>Postponed</th>
<th>Not Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Capacity for Change (7 Targets)</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diversity/Inclusion (7 Targets)</td>
<td>2</td>
<td>4</td>
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<td>1</td>
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</tr>
<tr>
<td>Enrollment Management (14 Targets)</td>
<td>7</td>
<td>4</td>
<td>1</td>
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</tr>
<tr>
<td>Fiscal &amp; Resource Management (4 Targets)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Institutional Advancement (12 Targets)</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Onboarding &amp; Transitions (6 Targets)</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Success (10 Targets)</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>60 Targets Total</strong></td>
<td><strong>30</strong></td>
<td><strong>10</strong></td>
<td><strong>1</strong></td>
<td><strong>19</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>98.3% of all FY20 action steps completed or postponed due to SIP</strong></td>
<td><strong>66.7%</strong></td>
<td><strong>1.7%</strong></td>
<td><strong>31.7%</strong></td>
<td><strong>0.0%</strong></td>
<td><strong>0.0%</strong></td>
<td><strong>0.0%</strong></td>
</tr>
</tbody>
</table>
## Build Capacity for Change

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Objective Description</th>
<th>Anticipated Outcomes, Tasks, and Targets</th>
<th>Executive Cabinet Lead</th>
<th>Target Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Investigate, design, and implement employee professional development programs.</td>
<td><strong>Outcome 1: Implemented professional development on supporting the “people side” of change.</strong>&lt;br&gt;a) Design a plan for communicating and addressing the findings of the Spring 2019 workplace climate study by October 31, 2019.&lt;br&gt;b) Implement professional development on change management with managers by March 31, 2020.&lt;br&gt;c) Design a leadership development series by June 30, 2020.&lt;br&gt;d) Design and implement Phase I of a manager professional development program for Strategic Forum by June 30, 2020.</td>
<td>Michelle Bugos</td>
<td>Completed – target not met</td>
<td>The 2019 climate survey results were provided as an Executive Summary and a full summary. Verbatim survey responses were summarized and themed by a 3rd party analyst. Summary findings from the employee survey were provided to the Executive Cabinet and to the college community during the March 6, 2020 Common Time.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Completed – target met</td>
<td>Prosci visited campus January 27-30 and delivered the Change Management Program for Managers (along with the Strategic Alignment Workshop for Executive leaders and Fundamentals of Change Management for other faculty and staff). A second offering of the workshop had been scheduled for March 30 but was postponed due to the state’s shelter-in-place (SIP) order but was delivered virtually June 2 and 3. Finally, 15 ICC employees were trained as Prosci Change Management Practitioners during the SIP period.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Postponed due to SIP</td>
<td>The state’s SIP order postponed the implementation of the leadership development series to FY22.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Postponed due to SIP</td>
<td>The state’s SIP order postponed the implementation of the leadership development series to FY22.</td>
</tr>
</tbody>
</table>
**Outcome 2:** Completed investigation and design phases for an enhanced professional development system that addresses strategic faculty and staff development needs.

a) Implement accreditation training for academic deans by July 31, 2019.

b) Investigate, design, and implement a multi-modal Faculty Assessment Academy by May 31, 2020.

c) Investigate, design, and implement Distance Education Training for faculty teaching or intending to teach distance education offerings by June 30, 2020.

Emmanuel Awuah

Completed – target met

Dr. Wright provided accreditation training and orientation for the college's reaffirmation of accreditation visit to academic deans in July 2019 and Dr. Friesenborg concluded the 2019 Dean’s Academy on the topic “Project Development & Management.”

Completed – target met

An Assessment Academy workshop for faculty was conducted during the COL week, January 13-16, 2020.

Completed – target met

Executive Cabinet approved $218,000 in Innovation Funds for improving distance education and for faculty professional development. Profs. Mary Phelps-Clayton and Jennifer Hopp created professional development workshops for distance learning instructors to pilot faculty certification for 200 online instructors over the next three years. Other opportunities for distance education training include Quality Matters Online Teaching Certification, and the University of Illinois Master Online Teaching Certificate. Finally, an interim Coordinator for the College's Teaching and Learning Center, who will assist with faculty development, was hired under the approved Innovation Funds.
<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Objective Description</th>
<th>Anticipated Outcomes, Tasks, and Targets</th>
<th>Executive Cabinet Lead</th>
<th>Target Status</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 2     | Design and implement programs to improve campus diversity. | **Outcome 1:** Defined global learning outcomes to be infused with the curriculum and prepare students to live, work, and thrive in an increasingly diverse global community.  
   a) Establish a Global Learning Joint Advisory Committee by October 31, 2019.  
   b) Review and design action plan for implementing the Global Learning Joint Advisory Committee’s recommendations for internationalizing the curriculum by May 31, 2020. | Emmanuel Awuah | Completed - target met | The advisory committee was established and became known as the Global Learning & Diversity Committee.  
   Completed - target met | The Advisory Committee investigated courses that already demonstrate either one or a combination of the three levels of global learning outcomes: Multicultural Perspective; International Perspective; and Global Perspective. The Global Learning Joint Advisory Committee then submitted two major recommendations for Cabinet review: establish a Global Learning graduation requirement; and establish a Global/International Studies Concentration in the curriculum. The Global Learning and Diversity Committee investigated of the two recommendations and an action plan design incorporating strategies for internationalizing the curriculum, campus, and the community. |
|       |                       | **Outcome 2:** Increased faculty diversity resulting from the assessment of FY19 Affirmative Action goal outcomes, establishment of FY20 goals, and implementation of plan to meet targets for diverse faculty hiring.  
   a) Evaluate FY19 outcomes by September 30, 2019. | Rita Ali, Michelle Bugos | Completed - target not met | FY19 outcomes evaluation was completed in October 2019 and goals for the period January |
b) Create FY20 action plans (including targets) for improvement by October 1, 2019.

c) Implement plan by October 31, 2019.

**Outcome 3:** Enhanced understanding of and sensitivity to issues of diversity and equity through focused discussions with employees and students.

a) Launch facilitated discussion groups on race, diversity, and equity by October 15, 2019.

b) Provide on-site Title IX sexual harassment training for faculty and staff by January 31, 2020.

<table>
<thead>
<tr>
<th>Completed - target not met</th>
<th>2020 - December 2023 were established. The underrepresentation of minority faculty members within the college's adjunct faculty pool will be an area of particular attention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed - target not met</td>
<td>A revised FY20 plan was presented the Board of Trustees in November 2019 and approved in December 2019. Plan implementation commenced in January 2020.</td>
</tr>
<tr>
<td>Completed - target not met</td>
<td>A two-week, facilitated series of discussions under the coordination of the college's Intercultural Diversity Committee took place in February 2020. Report-out of the discussion series was scheduled for the April 17 Common Time but will need to be extended due to the state's SIP order.</td>
</tr>
<tr>
<td>Postponed due to SIP</td>
<td>Title IX sexual harassment training had been scheduled to take place this spring; however, due to the state's SIP order, the training - to be facilitated by the consulting firm, Robbins-Schwartz - was rescheduled to September 2020.</td>
</tr>
</tbody>
</table>

Rita Ali
<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Objective Description</th>
<th>Anticipated Outcomes, Tasks, and Targets</th>
<th>Executive Cabinet Lead</th>
<th>Target Status</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 3      | Implement Phase I of the Constituent Relationship Management (CRM) platform. | **Outcome:** Designed content and implemented key functions to coordinate all prospect, applicant, and student communication via the CRM.  
  a) Migrate current web prospect form and associated communication templates to the new CRM platform by September 30, 2019.  
  b) Import active prospect records into the new CRM platform by September 30, 2019.  
  c) Import external prospect lists into the new CRM platform by January 31, 2020.  
Bruce Budde | Completed - target not met  
Completed - target not met  
Completed - target not met  
In-Progress | All prospect and applicant data were loaded to the system.  
All prospect and applicant data were loaded to the system.  
Prospect lists from ACT and SAT, and Workforce Development prospects were imported in late May 2020.  
The CRM deployment will continue as an IOP objective under the FY21 IOP. |
<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Outcome</th>
<th>Responsible Person(s)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Investigate and design a Community Outreach Framework with community-based organizations to integrate with Workforce programming.</td>
<td>Outcome 1: Developed and coordinated three community-based teams to align efforts supporting the emerging and upskill workforces, and workforce members with multiple barriers.</td>
<td>Sheila Quirk-Bailey</td>
<td>Completed - target met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Establish partnerships by October 31, 2019.</td>
<td></td>
<td>Partnerships were established under the Regional Workforce Alliance structure - a combination of CEO council members, leaders of eight community-based organizations, regional superintendents of schools, and ICC staff - to support three priorities: the emerging workforce, upskilling the existing workforce, and addressing the multiple-barriered workforce.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Investigate and design team outcomes by January 31, 2020.</td>
<td></td>
<td>Completed - target met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Investigate and design team accountability systems by May 31, 2020.</td>
<td></td>
<td>Completed - target met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outcome 2: Developed two partnership programs with community-based organizations that matriculate clients into ICC workforce/career and technical programs.</td>
<td>Rita Ali</td>
<td>Completed - target met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Establish two partnership agreements with community based organizations by November 30, 2019.</td>
<td></td>
<td>Memoranda of Understanding were fully executed with six organizations: PCCEO, Tri-County Urban League, Dream Center, METEC, Goodwill Industries, and the Peoria Park District.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Enroll students from established partnership programs by January 31, 2020.</td>
<td></td>
<td>Completed - target met</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Case management activities - to be provided by the above-referenced partner agencies - for students under the Workforce Equity Initiative began in January 2020. WEI students were assigned to case managers at organizations with which ICC has established MOUs.</td>
</tr>
</tbody>
</table>
| Objective Status: Completed | 5 Implement the Strategic Enrollment Management Plan elements and supporting initiatives for FY20. | Outcome: Established institutional practice of a comprehensive SEM planning process that identifies targeted programs and enrollment campaigns 18 months in advance to allow for integrated program planning and budgeting. Semester Enrollment Targets:
- Fall 2019: there will be no change in credit hour enrollment at census day from the Fall 2018 semester (75,402.0 credit hours).
- Spring 2020: there will be no change in credit hour enrollment at census day from the Spring 2019 semester (67,415.0 credit hours).

  a) Investigate and design an 18-month process for establishing academic programs and services to meet community needs by October 31, 2019.

  b) Extend the full evening program modality to a minimum of two additional programs by January 31, 2020.

  c) Investigate and design the General Education Schedule to continue Student Centered Scheduling AQIP project by May 31, 2020. | Emmanuel Awuah Kim Armstrong |
<p>| Completed - target met | The program expansion strategy group met throughout the Fall 2019 semester and developed an instrument for mapping internal and external sources of curriculum development to ascertain program viability. Additionally, due to the state's SIP order, the College elected to postpone its community survey in Spring 2020 to assess programmatic and service needs of the community. |
| Completed - target not met | The Culinary Arts program will offer an evening mode option in Fall 2020. The Drug and Alcohol Counselor Training program had too few students for a Spring 2020 start, and it does not appear it will be offered in Fall 2020; however, a hybrid modality remains under consideration. |
| Postponed due to SIP | The AQIP subcommittee's student-centered scheduling recommendation involves a scheduling software acquisition and implementation. Due to the state's SIP order, requirements gathering was delayed but has since resumed and vendor demonstrations are underway. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Status</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>d)</td>
<td>Offer a minimum three additional apprenticeship or pre-apprenticeship program cohorts by June 30, 2020.</td>
<td>Completed - target met</td>
<td>The Secure Software Apprenticeship cohort began in Spring 2020 and the CAP-IT grant continues developing apprenticeships in IT for deployment in Fall 2020. Further, the College added six additional apprenticeship students to its Secure Software and Accenture apprenticeships.</td>
</tr>
<tr>
<td>e)</td>
<td>Expand the number of sponsored workforce programs by a minimum of two additional cohorts by June 30, 2020.</td>
<td>Postponed due to SIP</td>
<td>Sponsored workforce programs remain under investigation and design for deployment in FY21 but have been negatively impacted by the state's SIP order.</td>
</tr>
<tr>
<td>Obj. #</td>
<td>Objective Description</td>
<td>Anticipated Outcomes, Tasks, and Targets</td>
<td>Executive Cabinet Lead</td>
</tr>
<tr>
<td>-------</td>
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<td>------------------------</td>
</tr>
</tbody>
</table>
| 6     | Investigate and design a Decision Band Method compensation program. | **Outcome:** Designed an approach to provide competitive salaries that are affordable to the college and internally equitable to employees.  
   a) Investigate and design an updated SOP for evaluating compensation for new or updated job descriptions by December 31, 2019.  
   b) Develop plan for communicating new compensation method by June 30, 2020. | Michelle Bugos | Completed - target not met  
   The Pay Adjustments SOP was finalized and approved by Executive Cabinet in February 2020. The SOP will be reevaluated when the budget impact of the current COVID19 situation are clearer.  
   A communications plan will be developed when an implementation schedule of the new compensation methods is approved; likely, not until FY22. |
| 7     | Design a Facility Master Plan that aligns with the College Strategic Plan. | **Outcome:** Designed a Facilities Master Plan aligned to critical, long-range needs and the College's strategic agenda.  
   a) Design Facilities Master Plan from committee results by October 31, 2019.  
   b) Launch communications plan by February 28, 2020. | Bruce Budde | Postponed due to SIP  
   The Master Plan was completed and was scheduled to be reviewed by the Board but was delayed because of the unplanned closure. As a result of current conditions, the plan will be reviewed to determine any changes because of the impact of the COVID situation. Any revisions will be reviewed by Cabinet and presented to the Board by December 2020.  
   A communications plan will be developed once the final plan has been approved. Furthermore, the long-range capital plan for FY21 will be updated accordingly. |

**Objective Status:**

- **Completed**
- **Postponed due to SIP**
### Institutional Advancement

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Objective Description</th>
<th>Anticipated Outcomes, Tasks, and Targets</th>
<th>Executive Cabinet Lead</th>
<th>Objective Status: Postponed due to SIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Investigate and design a plan for improving ICC's web site.</td>
<td><strong>Objective Status: Postponed due to SIP</strong>&lt;br&gt;Outcome: Completed the investigation and design phases in preparation for ICC's web site redesign.&lt;br&gt;a) Investigate web design strategies to market ICC programs and services to prospective and current students by December 31, 2019.&lt;br&gt;b) Present to Cabinet the proposed redesign for an improved ICC web site by June 30, 2020.</td>
<td>Kim Armstrong</td>
<td>This objective, its tasks, and timelines will be reintroduced in the FY21 IOP.</td>
</tr>
</tbody>
</table>
| 9      | Prepare for and host the HLC AQIP Pathway and ICCB recognition visits. | **Objective Status: Completed**<br>Outcome: Completed quality assurance documentation for the Reaffirmation of Accreditation process and ICCB Recognition that meets or exceeds requirements.<br>a) Complete and submit the ICCB Recognition Report by August 31, 2019.<br>b) Review and respond to the Systems Appraisal Report Acceptance by October 31, 2019.<br>c) Review and respond to the Federal Compliance Report by November 30, 2019.<br>d) Review and respond to the Continuous Quality Review Report by December 31, 2019. | Executive Cabinet | Completed - target met<br>The ICCB Recognition Report was completed and submitted in August 2019; the college hosted a single-day, on-site visit with an ICCB auditor in September 2019. Completed - target met<br>The college received the Systems Appraisal report and held a meeting among key stakeholders on October 22 to review findings and draft a response. Completed - target met<br>With support from its external consultant, the college completed and submitted its response to the Federal Compliance report in November 2019. Completed - target met<br>The college submitted its responses to the HLC's CQR Report in December 2019. A compilation of HLC Reports for Reaffirmation of Accreditation have been printed and distributed among Cabinet members, key
### 1. Implement Phase I of a college governance structure review.

**Objective Status: Postponed due to SIP**

<table>
<thead>
<tr>
<th>Objective Status: Establish clarity of the processes and organizational structures supporting shared decision-making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Establish Taskforce membership by October 31, 2019.</td>
</tr>
<tr>
<td>b) Establish committee standards and criteria by March 31, 2020.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome: Established clarity of the processes and organizational structures supporting shared decision-making.</th>
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<tr>
<td>a) Establish Taskforce membership by October 31, 2019.</td>
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<tr>
<td>b) Establish committee standards and criteria by March 31, 2020.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completed - target met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Quirk-Bailey</td>
</tr>
<tr>
<td>Emmanuel Awuah</td>
</tr>
<tr>
<td>Tom Higgins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completed - target met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following a presentation to the college's Faculty Senate membership and a call for participation issued to all employees in October 2020, the Taskforce membership was determined.</td>
</tr>
<tr>
<td>Draft committee standards and criteria were developed and adopted in January 2020.</td>
</tr>
<tr>
<td>Review of the shared governance structure was begun by the committee in FY20; however, due to the state's SIP order, continuation of the tasks under this objective was not possible. Work is expected to continue in FY21, though not under the FY21 IOP.</td>
</tr>
</tbody>
</table>
## Student Onboarding & Transitions

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Objective Description</th>
<th>Anticipated Outcomes, Tasks, and Targets</th>
<th>Executive Cabinet Lead</th>
<th>Objective Status: Postponed due to SIP</th>
</tr>
</thead>
</table>
| 11    | Advance the use of multiple measures for academic placement in math and English. | **Outcome 1:** Piloted the use of cumulative high school GPA to place students in the appropriate math course.  
   a) Pilot cumulative high school GPA as a measure of academic placement by May 31, 2020.  
   c) Evaluate the multiple measures pilot by June 30, 2020.  

**Outcome 2:** Investigated and designed English multiple measures.  
Postponed due to SIP  
Postponed due to SIP  
Postponed due to SIP | The College and Career Readiness Team coordinated a pilot for using high school GPA to determine Math placement for both fall and spring terms.  
ICC is prepared to run tests on imported transcripts, but partner high schools were not able to send files due to the state's SIP order. This project will be on hold until the high schools have the capacity to resume this work with ICC.  
The evaluation of success rates was delayed as a result of the state's SIP order but will be completed before the start of the Fall 2020 semester.  
Use of cumulative high school GPA for placement into introductory, 100-level classes that do not require another prerequisite was implemented in May for Fall 2020 enrollment.
<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Outcome: Updated CTE and transfer programs of study templates/pathways for critical programs to support student plans to completion.</th>
<th>Emmanuel Awuah</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Design and implement additional high school-to-ICC curricular pathways and ICC-to-university transfer pathways.</td>
<td>a) Establish high school-to-ICC pathways for an additional three career clusters (Human Services; Hospitality &amp; Tourism; and Law, Public Safety, Corrections &amp; Security) by March 31, 2020.</td>
<td>Completed - target met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Develop three 2+2 transfer school agreements for majors with transfer institutions by June 30, 2020.</td>
<td>Dr. Margaret Swanson completed in FY20 Career Cluster/Pathways templates for Finance, Arts Studio/Video Technology &amp; Communications; Architecture &amp; Construction; and Education &amp; Training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The college finalized articulation agreements with Eureka College, ISU Mennonite College of Nursing; Lincoln College; Columbia College of Chicago, and Southern Illinois University-Carbondale. The college also continues to work on a 2+2 agreements with the University of Illinois-Springfield for offering teacher education, criminal justice, and business programs on ICC's campus.</td>
<td>Completed - target met</td>
</tr>
<tr>
<td>Obj. #</td>
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</tr>
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</tr>
<tr>
<td>13</td>
<td>Implement the First Semester Experience pilot program.</td>
<td><strong>Outcome:</strong> Piloted First Semester Experience course. &lt;br&gt;a) Deploy the First Semester Experience course pilot for the fall and spring semesters by May 31, 2020. &lt;br&gt;b) Evaluate the fall FSE pilot in order to make changes for the following year by March 31, 2020.</td>
<td>Jill Wright</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Investigate and design technology-based strategies to support teaching and learning.</td>
<td><strong>Objective Status:</strong> Postponed due to SIP</td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td><strong>Outcome 1:</strong> Defined framework and standards to evaluate course content delivery options that include faculty input and reduce students' costs.</td>
<td>Bruce Budde&lt;br&gt;Emmanuel Awuah</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Outcome 2:</strong> Established Instructional Technology Plan that sustains an innovative, technology-enabled environment for learning and institutional support.</td>
<td>Postponed due to SIP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Investigate faculty and staff classroom technology requirements by December 31, 2019.</td>
<td>See above.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Develop the textbook adoption process to include OER materials by March 31, 2020.</td>
<td>Although OER design standards were approved by the committee in FY20, implementation action, including modification of the textbook adoption process, has been delayed due to the SIP order and to the changing requirements brought about by the remote learning experiences of FY20.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Although OER design standards were approved by the committee in FY20, implementation action, including modification of the textbook adoption process, has been delayed due to the SIP order and to the changing requirements brought about by the remote learning experiences of FY20.</td>
<td>The Technology Committee has developed a survey and process to evaluate the current LMS system (Blackboard) and will incorporate the emerging demands placed on remote learning as a result of COVID. The survey will be completed by July 2020 and results integrated into the assessment of the LMS system review by January 2021.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A technology standard (pc) for students has been established by the Committee and approved by Cabinet and integrated into Student communications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obj. #</td>
<td>Objective Description</td>
<td>Anticipated Outcomes, Tasks, and Targets</td>
<td>Executive Cabinet Lead</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------</td>
<td>----------------------------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| 15    | Design and implement Phase II of a systematic approach to assess student learning. | **Outcome:** Established institutional assessment processes for academic programs, disciplines, and academic support services that foster a culture of evidence in student learning.  
a) Implement CTE and Discipline Assessment processes as documented in Curriculum Maps by September 30, 2019.  
b) Investigate and design targeted action steps for improvement that are aligned to Institutional Learning Outcomes data collected in FY19 by May 31, 2020.  
c) Investigate and design program assessment for co-curricular programs by May 31, 2020. | Emmanuel Awuah  
David Cook |

**Objective Status:**  
Completed - target met  
Postponed due to SIP  
Postponed due to SIP  
Postponed due to SIP  
Postponed due to SIP

Curriculum maps from Program Coordinators and Discipline Chairs were submitted to the AVP for Assessment, Accreditation and Academic Services on September 30.  
The reporting process for Institutional Learning Outcomes (ILOs) was created, revised, and completed in SPOL; however, progress on a reporting process for program-level learning outcomes has been postponed.  
While IR has been able to assist the Faculty Assessment Fellows in developing a reporting and analysis framework for the ILOs, continued work has been postponed.  
Faculty will engage in Assessment during the Fall 2020 semester and Assessment of Student Learning will be included in the Academic Plan.
**Strategic Directions**

**Innovation**
Model agility, creativity, and progressive thinking while leveraging resources to increase student success and prepare learners to meet ever-changing community and workforce needs.

**Engagement**
Create a positive sense of community with internal and external stakeholders that connects with students at every level of their educational experience.

**Collaboration**
Seek enhanced partnerships (internal and external) by communicating effectively and by designing and implementing clearly articulated outcomes.

**Alignment**
Develop and refine integrated education and workforce systems based on collective understanding of student and community needs.

---

**Strategic Goals**

**Increase completion rates for all students, particularly underperforming student groups**
This goal will address creating systems that improve the outcomes of all students while targeting groups with high completion rate gaps (African-American, Pell-eligible, and part-time students). It will also consider the unique needs of adult students in programming redesign that aligns with career and academic goal attainment for returning adults.

**Improve college readiness, career readiness, and student transitions across the educational ecosystem.**
This goal will address issues such as early high school interventions in English and Math, creating pathways from high school to ICC to transfer institutions/workforce, and improving success rates of students who begin in developmental courses.

**Align curricula with workforce, transfer institutions, and community needs to ensure ICC meets regional demands.**
This goal will address curriculum alignment with partners, which may include businesses, community groups, economic development agencies, state and federal agencies, and funding/granting agencies. Additionally, it will address building and sustaining partnerships to guide pathways, scheduling, and work-based experiences while seeking resource-sharing around explicit outcomes.

**Enhance the student-focused culture to increase student engagement.**
This goal addresses the redesign of our students’ experiences for ease of engagement, which may include onboarding, scheduling, advising and enrollment. Additionally, it addresses the delivery of student-learning services and ensures academic innovation.

**Build capacity for change to support employee engagement in the strategic agenda.**
This goal addresses employee support through professional development, active involvement, and transparent communications, while enhancing employee opportunities for job-sharing and cross-training.
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<thead>
<tr>
<th>Institutional Operational Plan Objective</th>
<th>Strategic Direction</th>
<th>Strategic Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Investigate, design, and implement employee professional development programs.</td>
<td>X X</td>
<td>X X</td>
</tr>
<tr>
<td>2 Design and implement programs to improve campus diversity.</td>
<td>X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>3 Implement Phase I of the Constituent Relationship Management (CRM) platform.</td>
<td>X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>4 Investigate and design a Community Outreach Framework with community-based organizations to integrate with Workforce programming.</td>
<td>X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>5 Implement the Strategic Enrollment Management Plan elements and supporting initiatives for FY20.</td>
<td>X X X X X</td>
<td>X</td>
</tr>
<tr>
<td>6 Investigate and design a Decision Band Method compensation program.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7 Design a Facility Master Plan that aligns with the College Strategic Plan.</td>
<td></td>
<td>X X</td>
</tr>
<tr>
<td>8 Investigate and design a plan for improving ICC’s web site.</td>
<td>X X</td>
<td>X X</td>
</tr>
<tr>
<td>9 Prepare for and host the HLC AQIP Pathway and ICCB recognition visits.</td>
<td></td>
<td>X X</td>
</tr>
<tr>
<td>10 Implement Phase I of a college governance structure review.</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>11 Advance the use of multiple measures for academic placement in math and English.</td>
<td>X X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>12 Design and implement additional high school-to-ICC curricular pathways and ICC-to-university transfer pathways.</td>
<td>X X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>13 Implement the First Semester Experience pilot program.</td>
<td>X X</td>
<td>X X</td>
</tr>
<tr>
<td>14 Investigate and design technology-based strategies to support teaching and learning.</td>
<td>X X</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>15 Design and implement Phase II of a systematic approach to assess student learning.</td>
<td>X X</td>
<td>X X X X X X</td>
</tr>
</tbody>
</table>
ILLINOIS CENTRAL COLLEGE

INFORMATIONAL ITEM

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>FY21 Institutional Operational Plan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACTION:</th>
<th>Review for formal recommendation to the full Board of Trustees at the next regular Board meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Background material for future Board of Trustees action.</td>
</tr>
<tr>
<td></td>
<td>Update information/status report. For informational purposes only.</td>
</tr>
</tbody>
</table>

SUMMARY: The purpose of this informational item is to provide Trustees with a first reading of the proposed objectives under the FY21 Institutional Operational Plan. The College will seek formal approval of these objectives at the Trustees’ August 2020 meeting.

FOUNDATIONAL COMMITMENTS SUPPORTED:

- Helping Students Learn
- Managing Student and Stakeholder Needs
- Valuing People
- Knowledge Management and Resource Stewardship

BACKGROUND INFORMATION: The FY21 Institutional Operational Plan (IOP) follows a similar structure as the FY20 Plan in that tasks and targeted dates of completion for specific objectives are aligned to the College’s present planning priorities. This year, the College’s 4 planning priorities and 11 objectives are fewer in number, reflecting focused responses to the emergent issues brought about by the COVID-19 pandemic as well as to the urgency of the addressing the social causes of racial justice and equity. The following are the college’s FY21 planning priorities: Diversity/Inclusion & Staff Development, Institutional Sustainability, Stakeholder Responsiveness, and Student Success.

The 11 objectives represent significant institutional initiatives and were selected based on their anticipated positive impact to the college’s current operating environment as well as to its Strategic Directions. Objectives under the IOP typically involve multiple institutional stakeholders, are addressed through cross-departmental collaboration, and are assigned to Cabinet members for ongoing sponsorship.

Throughout the year, Trustees will receive quarterly updates on the progress-to-date toward meeting the objectives of the IOP.

RATIONALE: This first reading of the FY21 Institutional Operational Plan will familiarize Trustees with the 11 drafted objectives and allow for clarification or modification prior to requested approval in August 2020.

Prepared by: David Cook
Approved by: [Signature]
Division: Institutional Research
Date: July 10, 2020
FY 2021 Institutional Operational Plan

Diversity/Inclusion & Employee Support
Institutional Sustainability
Stakeholder Responsiveness
Student Success
<table>
<thead>
<tr>
<th>Planning Priorities</th>
<th>Obj. #</th>
<th>Institutional Operational Plan Objectives</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity/Inclusion &amp; Employee Support</td>
<td>1</td>
<td>Design and implement development programs that foster a commitment to the values of diversity, inclusion, and equity.</td>
<td>3</td>
</tr>
<tr>
<td>Institutional Sustainability</td>
<td>2</td>
<td>Design a sustainable budgetary strategy to address ICC's systemic fiscal challenges.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Update the 5-Year Master Technology Plan.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Operationalize the Customer Relationship Management (CRM) platform.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Fulfill ICC's obligations under the HLC Institutional Monitoring Plan.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Review and update the Board Policy Manual.</td>
<td>5</td>
</tr>
<tr>
<td>Stakeholder Responsiveness</td>
<td>7</td>
<td>Reimagine student models to reduce student success barriers.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Design and implement a comprehensive reopening plan for the Fall 2020 and Spring 2021 semesters.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Design and implement a comprehensive approach to schedule revision and publication.</td>
<td>7</td>
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<tr>
<td></td>
<td>10</td>
<td>Design and implement a redesign of the ICC website.</td>
<td>7</td>
</tr>
<tr>
<td>Student Success</td>
<td>11</td>
<td>Implement strategic planning innovation teams' strategies to enhance student success.</td>
<td>8</td>
</tr>
</tbody>
</table>
### Diversity/Inclusion & Employee Support

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Objective Description</th>
<th>Anticipated Outcomes, Tasks, and Targets</th>
<th>Executive Cabinet Sponsor</th>
<th>Institutional Participants</th>
<th>Cross-Referenced Efforts</th>
<th>Budgeted In</th>
</tr>
</thead>
</table>
| 1      | Design and implement development programs that foster a commitment to the values of diversity, inclusion, and equity. | **Outcome 1**: Delivered training and development programs that create a foundation for applying individual competencies in diversity, inclusion, and equity to all college programs.  
   a) Select and hire the Racial Justice and Equity (RJE) grant coordinator by September 15, 2020.  
   b) Administer the RJE grant for our region by June 30, 2020.  
   c) Investigate and select a curriculum for student and employee training and development programs addressing racial justice, antidiscrimination, and pro-equity competencies by October 31, 2020.  
   d) Investigate, select, and administer an institutional survey to baseline College performance on its commitment to racial justice, antidiscrimination, and pro-equity values and behaviors by November 30, 2020.  
   e) Deliver and complete all FY21 employee and student training and development programs by May 31, 2021. | Rita Ali  
Michelle Bugos  
Bill Hebert | Grant Coordinator (PL)  
Julie Clemens (CMP)  
Organizational Learning Coordinator  
Student Success | SDs: Engagement, Collaboration  
SGs: Student-Focused Culture, Capacity for Change  
Climate survey  
Affirmation Action Plan  
Organizational Learning Grants | Affirmative Action Tort Fund  
Racial Justice and Equity Initiative grant |
# Institutional Sustainability

<table>
<thead>
<tr>
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<th>Budgeted In</th>
</tr>
</thead>
</table>
| 2      | Design a sustainable budgetary strategy to address ICC’s systemic fiscal challenges. | **Outcome:** Created a sustainable Financial Plan that integrates scenario planning with long-term strategies to best ensure students and employees are supported and successful.  
  a) Incorporate “best case, base case, and worst case” planning scenarios and 5%-10%-20%-based cost reduction strategies with the College’s Annual Budgeting process by December 31, 2020.  
  b) Enhance the Financial Planning model to integrate long-term strategies for operational efficiency and revenue enhancement by January 31, 2021. | Bruce Budde | Vice President’s Council Finance | SDs: Collaboration, Alignment  
SG: Capacity for Change  
Annual Budget  
Financial Plan | Administration and Finance |
| 3      | Update the 5-Year Master Technology Plan. | **Outcome:** Created and published a 5-year Master Technology Plan.  
  a) Engage in a review of the IT Department and IT governance structure to optimize identification and prioritization of IT support by September 30, 2020.  
  c) Initiate a cross-functional team/committee to develop a five-year Technology Plan to be completed by June 30, 2021. | Bruce Budde  
Dr. Quirk-Bailey | IT Governance Committee  
Instructional Technology Committee | SDs: Innovation, Collaboration, Alignment  
SGs: Student-Focused Culture, Capacity for Change  
Annual Budget  
Financial Plan | Technology Services |
| 4      | Operationalize the Customer Relationship Management (CRM) platform. | **Outcome:** Implemented TargetX as the source for all prospective and current student engagement efforts and barrier analysis.  
  a) Ensure TargetX can determine precisely where students are getting “stuck” in the onboarding process.  
  b) Develop a strategic communication flow and campaigns to assist students through the enrollment funnel by late Fall 2020.  
  c) Develop an advanced scoring system to identify students who are most likely to apply and enroll and implement strategies for individual follow-up or differentiated communication by early Spring 2021. | Kim Armstrong  
Admissions  
Student Success  
Marketing Technology Services | SDs: Innovation, Engagement, Collaboration, Alignment  
SGs: Increase completions, Student Transitions, Student-Focused Culture, Capacity for Change  
SEM Plan | Technology Services  
Innovation Fund |
| 5 | Fulfill ICC’s remaining obligations under the HLC Institutional Monitoring Plan. | **Outcome:** Completed the interim Federal Compliance reports and Criterion 3A report meeting the requirements outlined by the Higher Learning Commission.  
   a) Complete Federal Compliance 1B, 4C and 5B monitoring report by January 11, 2021.  
   b) Complete Criterion 3A monitoring report completed by March 9, 2021. | Jill Wright  
   IBB  
   Cabinet  
   CORE | SDs: Collaboration, Alignment  
   SG: Student-Focused Culture  
   Accreditation | Academic Affairs |

| 6 | Review and update the Board Policy Manual. | **Outcome:** Update first half of the ICC Board of Trustees Policy Manual.  
   a) Develop a two-year timeline for project completion by August 31, 2020.  
   b) Conduct legal, stakeholder, and Board committee reviews through June 30, 2021.  
   c) Present approved committee updates to Board via first and second Board readings through June 30, 2021.  
   d) Update policy manual based on approved Board updates by June 30, 2021. | Dr. Quirk-Bailey  
   Jill Wright  
   College Attorney  
   Board policy liaisons  
   Dept. stakeholders based on the policy focus  
   ICC Trustees | SDs: Collaboration, Alignment  
   SG: Capacity for Change | Innovation Fund |
### Stakeholder Responsiveness

<table>
<thead>
<tr>
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</tr>
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</table>
| 7      | Reimagine student models to reduce student success barriers. | Outcome 1: Revised the College’s instructional plan to optimize course modality mix, based on student data.  
   a) Survey students on preferences by October 31, 2020.  
   b) Conduct analysis of Summer and Fall enrollment and outcomes by December 31, 2020.  
   c) Create targets for modality mix to implement for future study by January 31, 2020.  
Outcome 2: Re-envisioned a service delivery model responsive to the evolving needs of students that leverages cross-functional efficiencies and complimentary technologies.  
   a) Define and implement a new staffing model which extends hours of service and provides both virtual and face-to-face services for students by July 31, 2020  
   b) Conduct quarterly student satisfaction surveys to gather data on overall wellness, technology usage, and student service usage experiences through June 30, 2021.  
   c) Perform ongoing, data-informed assessment of the new staffing model through June 30, 2021. | Rita Ali  
   Kim Armstrong  
   Bruce Budde  
   Bill Hebert  
   Jill Wright  
   VPAA | Academic Divisions  
   Enterprise Services  
   Institutional Research  
   Workforce | SDs: Innovation, Engagement, Collaboration, Alignment  
SGs: Increase Completion, Student Transitions, Student-Focused Culture  
Achieving the Dream | Academic Affairs Division  
Student Services Division |
| 8      | Design and implement a comprehensive reopening plan for the Fall 2020 and Spring 2021 semesters. | Outcome: Completed and implemented a campus reopening plan that ensures safety for the ICC community and public and which follows appropriate external guidelines.  
   a) Complete Return to Campus Plan by August 1, 2020  
   b) Update Campus Plan, policy, and guidelines as needed to align to external agencies and governing bodies.  
   c) Design and implement comprehensive communication for multiple stakeholder groups to align with decision points included in the Return to Campus Plan  
   d) Review Return to Campus Plan by September 15, 2020 to prepare for Spring 2020. | Bruce Budde  
   Michelle Bugos  
   Jill Wright | Cabinet  
   CORE  
   Reopening Committee  
   Strategic Forum  
   Faculty | SDs: Innovation, Engagement, Collaboration, Alignment  
SGs: Increase Completion, Student Transitions, Student-Focused Culture | Academic Affairs Administration and Finance |
| 9  | Design and implement a comprehensive approach to schedule revision and publication. | **Outcome:** Deployed an academic course schedule that meets the styles and the needs of community college students by focusing on flexible learning options.  
   a) Revise and implement a Fall 2020 academic schedule driven by students’ needs and using four modes of instruction by August 17, 2020.  
   b) Design and implement a Spring 2021 academic schedule that meets students’ needs by March 31, 2021.  
   c) Design and implement a comprehensive communication plan for multiple stakeholder groups to align with decisions included in the Fall 2020 and Spring 2021 academic schedule. | Jill Wright  
  Kim Armstrong | Curriculum and Scheduling | SDs: Engagement, Collaboration, Alignment  
  SGs: Student Transitions, Student-Focused Culture, Capacity for Change | Academic Affairs  
  Administration and Finance  
  Marketing |
| 10 | Design and implement a redesign of the ICC website. | **Outcome:** Deployed a rewritten, user-friendly, external ICC website with a focus on informing and engaging prospective students.  
   a) RFP issued for Website redesign by September 30, 2020.  
   b) Vendor selected and development begins by December 31, 2020.  
   c) Development continues through FY21 with expected completion time within 12 months from project start. | Kim Armstrong | Marketing  
  Academic Services  
  Student Success | SDs: Innovation, Collaboration, Alignment  
  SGs: Student Transitions, Align Curriculum, Student-Focused Culture  
  IT Governance Committee | Innovation Fund |
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</table>
| 11     | Implement strategic planning innovation teams’ strategies to enhance student success. | **Outcome 1:** Expanding the use of multiple measures for academic placement in “college ready” courses.  
   a) Monitor the pilot placement process during Fall 20 enrollment.  
   c) Complete analysis of outcomes for Fall 20 by February 28, 2021.  
   d) Implement any necessary changes for Summer/Fall 2021 enrollment by March 31, 2021.  
   **Outcome 2:** Implemented Phase I of the Advising Redesign project.  
   a) Submit Design-to-Implement request to Champion Team by August 31, 2020.  
   b) Hire two new advisors (Title III funding) by September 30, 2020.  
   c) Implement InsideTrack Foundational Coaching Training for general advisors, diversity retention coordinators, departmental advisors, and TRIO-SSS advisors by September 30, 2020.  
   d) Finalize criteria for establishing advisor caseloads and assign advisors to academic communities by October 15, 2020.  
   e) Implement changes to the Advisement Department organizational chart, job titles and descriptions by January 19, 2021.  
   **Outcome 3:** Selected, acquired, and began implementation of a new student success/advising platform.  
   a) Submit RFP to purchasing by September 30, 2020.  
   b) Meet with 2-4 vendor candidates and choose finalist by November 30, 2020.  
   c) Work with Enterprise Services to implement platform by March 31, 2021. | Bill Hebert  
VPAA | Title III Grant Coordinator  
Strategic Planning Innovation Teams  
Advising  
Institutional Research  
Technology Services | SDs: Innovation,  
Engagement,  
Collaboration,  
Alignment  
SGs: Student Transitions,  
Student-Focused Culture  
Title III  
Achieving the Dream | Title III |
## Strategic Directions

### Innovation
Model agility, creativity, and progressive thinking while leveraging resources to increase student success and prepare learners to meet ever-changing community and workforce needs.

### Engagement
Create a positive sense of community with internal and external stakeholders that connects with students at every level of their educational experience.

### Collaboration
Seek enhanced partnerships (internal and external) by communicating effectively and by designing and implementing clearly articulated outcomes.

### Alignment
Develop and refine integrated education and workforce systems based on collective understanding of student and community needs.

## Strategic Goals

### Increase completion rates for all students, particularly underperforming student groups
This goal will address creating systems that improve the outcomes of all students while targeting groups with high completion rate gaps (African-American, Pell-eligible, and part-time students). It will also consider the unique needs of adult students in programming redesign that aligns with career and academic goal attainment for returning adults.

### Improve college readiness, career readiness, and student transitions across the educational ecosystem.
This goal will address issues such as early high school interventions in English and Math, creating pathways from high school to ICC to transfer institutions/workforce, and improving success rates of students who begin in developmental courses.

### Align curricula with workforce, transfer institutions, and community needs to ensure ICC meets regional demands.
This goal will address curriculum alignment with partners, which may include businesses, community groups, economic development agencies, state and federal agencies, and funding/granting agencies. Additionally, it will address building and sustaining partnerships to guide pathways, scheduling, and work-based experiences while seeking resource-sharing around explicit outcomes.

### Enhance the student-focused culture to increase student engagement.
This goal addresses the redesign of our students’ experiences for ease of engagement, which may include onboarding, scheduling, advising and enrollment. Additionally, it addresses the delivery of student-learning services and ensures academic innovation.

### Build capacity for change to support employee engagement in the strategic agenda.
This goal addresses employee support through professional development, active involvement, and transparent communications, while enhancing employee opportunities for job-sharing and cross-training.
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<td>Innovation</td>
<td>Engagement</td>
</tr>
<tr>
<td>Design contingency-based, budgetary responses to ICC's evolving fiscal challenges</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Investigate and design a revised 5-Year Master Technology Plan for the College.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Operationalize the fully implemented Customer Relationship Management (CRM) platform.</td>
<td>X</td>
<td>X</td>
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<td>Design and implement ICC's approach to fulfilling its remaining obligations under the HLC Institutional Monitoring Plan.</td>
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<tr>
<td>Reimagine student service and support models to reduce student success barriers.</td>
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<td>Implement the plan for improving ICC's web site.</td>
<td>X</td>
<td>X</td>
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</table>
ILLINOIS CENTRAL COLLEGE

INFORMATIONAL ITEM

SUBJECT: Innovation Fund – Year End Update

ACTION:
- Review for formal recommendation to the full Board of Trustees at the next regular Board meeting.
- Background material for future Board of Trustees action.
- Update information/status report. For informational purposes only.

SUMMARY:

The purpose of this informational item is to update Trustees on the projects funded through the Innovation Project Reserve Fund (IPR) and will include a brief summary of the financial position of the fund and a description of the new projects.

New initiatives:
- No new projects due to COVID-19.

Significant activity:
- Ongoing salaries and benefits for Special Assistant in Health Careers for development of new programs - $22,117
- Ongoing salaries for Part-Time Online Coordinator - $2,777

Available balance as of June 30, 2020: $1,530,637

2020 -2021 Commitments to future projects: $320,000

FOUNDATIONAL COMMITMENTS SUPPORTED:

- Helping Students Learn
- Managing Student and Stakeholder Needs
- Valuing People
- Knowledge Management and Resource Stewardship

BACKGROUND INFORMATION:

The “ICC: Innovation Fund Report” has been created to provide the Trustees a detailed accounting of the institutional needs addressed, the resolution to these needs, the amount requested and expended, and the outcomes achieved to date. The summary is included in your packet and will be reviewed at the meeting.

RATIONALE:

Trustees should be apprised of various institutional needs addressed using these funds and will want to be aware of the financial status of the reserve funds.

Prepared by: Ed Babcock
Approved by: [Signature]
Division: Accounting & Finance
Date: July 10, 2020
# Innovation Fund Summary

**As of June 30, 2020**

The innovation fund provides resources to address the College’s strategic needs, including student success requirements, as well as fund innovations that deliver improved outcomes that would otherwise have gone unfunded due to budget restrictions.

## 2019 - 2020 Projects and Initiatives

<table>
<thead>
<tr>
<th>INSTITUTIONAL NEED</th>
<th>RESOLUTION</th>
<th>EXPENSE</th>
<th>OUTCOMES TO DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Identified the need for further funding for Ag research to bring increased opportunity to students and prestige to ICC</td>
<td>The Community College Alliance for Agriculture Advancement employees a staff member and lobbies for CC research resources for AG</td>
<td>Community College Alliance for Agricultural Advancement(C2A3) Conference</td>
<td>$ 5,000</td>
</tr>
<tr>
<td>23 No working knowledge of CC models that improved student success</td>
<td>Joined AtD network of 200 CC dedicated to student success and provided Success Coaches</td>
<td>Achieving the Dream Annual Membership</td>
<td>75,000</td>
</tr>
<tr>
<td>24 Required a sales function in Workforce Development to sell customized training and identify needs for ICC to address</td>
<td>Created a sales position on the innovation fund for one year to develop systems and create a sales funnel</td>
<td>Corporate Sales Function - Partial Year</td>
<td>27,955</td>
</tr>
<tr>
<td>25 Identified the need for additional faculty/professional development programs</td>
<td>Purchase subscription to 20-Minute Mentor Commons</td>
<td>Online Subscription - 1 Year</td>
<td>2,297</td>
</tr>
<tr>
<td>26 We need to continue to design and implement systematic processes to assess student learning while minimizing the additional workload on Faculty and Staff.</td>
<td>Purchase software that will work in conjunction with SPOL and BlackBoard to allow faculty to enter assessment data in one location saving duplication of efforts.</td>
<td>BlackBoard Outcomes Assessment Software and implementation</td>
<td>21,248</td>
</tr>
<tr>
<td>27 ICC’s Health Career partners (hospitals) are in need of academic programs in Health Information Technology and Health Information Management. We will develop and implement the needed academic programs.</td>
<td>Created a Special assistant to the Dean of Health Careers to develop and launch two new academic programs in the career pathway of Health Sciences.</td>
<td>Special Assistant Salary and Benefits - One Academic Year</td>
<td>81,915</td>
</tr>
<tr>
<td>28 Received new equipment for CNC apprenticeship to meet industry requirements</td>
<td>Additional equipment was needed for CNC apprenticeship and certificate classes.</td>
<td>CNC Machine Operator Program Equipment</td>
<td>268,068</td>
</tr>
<tr>
<td>29 Required support to continue buildout of high school pathways as current staffing was insufficient</td>
<td>Retained Dr. Margaret Swanson to design and launch the next three career cluster pathways</td>
<td>High School Pathways 2020 (Arts/AV Technology and Communication, Architecture and Construction, Education &amp; Training)</td>
<td>2,130</td>
</tr>
<tr>
<td>30 A project management process and software was needed to continue to move forward integrated work plans into the WFD systems.</td>
<td>Contract with a consultant for 50 hours of work to implement the software (TeamWork) and integrate it with TargetX CRM.</td>
<td>Workforce Development Contractual Staffing Assistance</td>
<td>5,942</td>
</tr>
</tbody>
</table>
Staffing assistance is needed to continue to move the workplace Development team and PDI forward to meet instructional plans and goals. Contract a business solutions consultant for WFD for 3 months until the position can be filled through the hiring process.

Continuation request for AAIM staffing consultant to help develop SOPs and process improvements. Retained Tim Poelker to work with PDI and WFD to document processes, develop apprenticeship materials and prepare work plans for Earn and Learn Programs.

Identified a need to reduce and minimize the melt during the start of a semester. Partner with CMD Outsourcing to provide a seamless and cost effective communications platform to better handle issues related to admissions, registration and business office services.

Identified need for more reliable equipment in expanding Truck Driver Training Program. Purchase used tractor and trailer for program. One of the current tractors is unreliable and needs to be replaced.

Identified need for additional welding equipment at the Pekin campus for WFD initiatives and increased enrollment in certificate programs. Purchase welding equipment, specifically: welders, wire feeders, torches and a plasma cutter to fully equip the Pekin campus.

Identified need to provide additional workforce development support for process improvement, technology and program enhancement to increase efficiencies and leverage existing resources. Contracted with EAB to provide research reports on CC needs, individual research, referrals to colleges addressing similar issues and, provide one free consulting project annually.

Identified need for additional professional development for faculty who teach online courses. 20% of ICC's current enrollment is online and only 20% of the faculty who teach these courses have formal training. Contract with Master Online Teaching Program and Quality Matters training program to provide a quality text and provide leadership for leading the training. Hire a PT online coordinator and provide overload funding for faculty trainers.

Identified need for the College to have more qualified HLC Peer Reviewers. Peer reviewers will be able to assist the institution in continuing to meet accreditation standards and will improve our ability to answer HLC needs and requests moving forward. Send three academic deans and the college's curriculum officer training for HLC Criterion for Accreditation and Federal Compliance.

Send three academic deans and the college's curriculum officer training for HLC Criterion for Accreditation and Federal Compliance. HLC & Federal Compliance Deans Academy -

Corporate Sales Function - Partial Year $ 22,000

HLC & Federal Compliance Deans Academy 9,000

The Community College Alliance for Agricultural Advancement employs a staff member and lobbies for CC research resources for AG

Community College Alliance for Agricultural Advancement(C2A3) Conference $ 5,000

Available balance as of June 30, 2020 $ 1,530,637

Total 2019 -2020 Expenditures $ 818,332

INSTITUTIONAL NEED | RESOLUTION | EXPENSE | COMMENDED | OUTCOMES TO DATE

Required a sales function in Workforce Development to sell customized training and identify needs for ICC to address. Created a sales position on the innovation fund for WFD for one year to develop systems and create a sales funnel.

Identified need for the College to have more qualified HLC Peer Reviewers. Peer reviewers will be able to assist the institution in continuing to meet accreditation standards and will improve our ability to answer HLC needs and requests moving forward.

Identified the need for further funding for Ag research to bring increased opportunity to students and prestige to ICC.

Specific deliverables will include managing the Earn and Learn Website content, working with company contacts on developing new programs with ICC and assisting the AVP and Dean of CCE on developing a dashboard for PDI projects.

Provide documentation for all PDI and WFD programs that will layout cost analysis, proposals and assessment measures. All business processes will be documented. In addition, develop and implement the Earn and Learn program.

CMD contacted 900 students with balances and 1,900 previously enrolled students who still needed to complete coursework to earn a degree or certificate. CMD reduced the melt from 70% to 81% by working with the student to complete the process. This strategy lowered the melt by 57%.

Replacement of unreliable equipment will allow program to maintain the quantity of classes available and accommodate growth associated with the Workforce Equity Initiative program. First year annual salaries for drivers range between $33,000 and $45,000.

Fully equipping the Pekin facility with all the need equipment to teach the college's Welding Specialist Certificate Program. This program is in high demand and is part of our WFD initiatives.

EAB will completed research studies at the request of Strategic Planning Innovation Teams and other committees. Additionally, multiple EAB web conferences have been attended with several employees participating in one or more web conferences each. This is year 2 of this agreement.

During the infancy of this project, a Part-Time Online Coordinator has been hired, the "Excellent" On-Line course has been developed, and 20 faculty members have enrolled in this course. Plans are to have 200 faculty members enhance their skills through this course and the Master's Online Teaching Program. These programs should position ICC to meet HLC criteria.

This will further increase the depth of knowledge at the institution on Federal Compliance and HLC Criterion for Accreditation. Currently only one administrator and one contract employee has had the proper training. This training will help with future HLC requests and responses to ongoing HLC questions.

We will replace the initial hire as they left for a part-time job. Position is critical to program equipment implementation and provide overload funding for faculty trainers.

This training will help with future HLC & Federal Compliance Deans Academy needs and requests to ongoing HLC projects.

This training will further increase the depth of knowledge at the institution on Federal Compliance and HLC Criterion for Accreditation. Currently only one administrator and one contract employee has had the proper training. This training will help with future HLC requests and responses to ongoing HLC questions.
No working knowledge of CC models that improved student success

Joined AtD network of 200 CC dedicated to student success and provided Success Coaches

Achieving the Dream Annual Membership $75,000

AtD Coaches will conduct multiple site visits to ICC, with one visit coinciding with our annual Strategic Planning Retreat, and providing individual team consultation to all Strategic Planning Innovation Teams. Participation in AtD has been central to ICC's work in removing barriers and developing holistic supports for student success.

Identified need for additional professional development for faculty who teach online courses. 20% of ICC's current enrollment is online and only 20% of the faculty that teach these courses have formal training.

Contract with Master Online Teaching Program and Quality Matters training program to provide a quality text and provide leadership for leading the training. Hire a PT online coordinator and provide overload funding for faculty trainers.

Faculty Professional Development for Online Teaching $210,000

During the infancy of this project, a Part-Time Online Coordinator has been hired, the "Excellent" On-Line course has been developed, and 20 faculty members have enrolled in this course. Plans are to have 200 faculty members enhance their skills through this course and the Master's Online Teaching Program. These programs should position ICC to meet HLC criteria.

Available balance for future projects $1,210,637
# FY2020 Annual Grant Awards Summary – Fourth Quarter Update

**ACTION:**
- Review for formal recommendation to the full Board of Trustees at the next regular Board meeting.
- Background material for future Board of Trustees action.
- Update information/status report. For informational purposes only.

**SUMMARY:**
Illinois Central College is the recipient of the following grants.

- CARES Act Emergency Relief Funding. The grant award is $1,852,317.
- CARES Act Emergency Relief - SIP. The grant award is $183,586.

**FOUNDATIONAL COMMITMENTS SUPPORTED:**
- Helping Students Learn
- Managing Student and Stakeholder Needs
- Valuing People
- Knowledge Management and Resource Stewardship

**BACKGROUND INFORMATION:**
A report on all grant activities for FY 2020 is included.

**RATIONALE:**
The Board should be aware of these grant-funded programs and their potential impact to the college and the broader community. The amount of new grant funds for the 4th Quarter of FY20 is $2,035,903.

<table>
<thead>
<tr>
<th>Prepared by</th>
<th>Rita Ali</th>
<th>Approved by:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Division:</td>
<td>Workforce and Diversity</td>
<td>Date:</td>
<td>July 10, 2020</td>
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### COMPETITIVE GRANTS

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Agency</th>
<th>Years</th>
<th>Submitted</th>
<th>Notification Date</th>
<th>Awarded</th>
<th>Not Awarded</th>
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<tbody>
<tr>
<td>FY2020 Transitional English and Math Grant</td>
<td>ICCB</td>
<td>1</td>
<td>12/10/2019</td>
<td>2/10/2020</td>
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<td>Edwards Settlement Funds</td>
<td>Edwards Plaintiffs</td>
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<td>1/13/2020</td>
<td>2/13/2020</td>
<td>$ 204,060</td>
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<tr>
<td>Innovative Bridge and Transition Program</td>
<td>ICCB</td>
<td>1</td>
<td>11/15/2019</td>
<td>12/9/2019</td>
<td>$ 240,718</td>
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<tr>
<td>Opportunity Grant</td>
<td>Community Foundation of CI</td>
<td>1</td>
<td>11/1/2019</td>
<td>11/22/2019</td>
<td>$ 990</td>
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<tr>
<td>FY20 Integrated Education and Training Grant</td>
<td>ICCB</td>
<td>1</td>
<td>9/6/2019</td>
<td>9/30/2019</td>
<td>$ 20,000</td>
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<tr>
<td>Trio Talent Search (Supplemental grant for STEM)</td>
<td>U.S. Department of Education</td>
<td>1</td>
<td>5/23/2019</td>
<td>9/26/2019</td>
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<td>Workforce Equity Initiative</td>
<td>ICCB</td>
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<td>9/16/2019</td>
<td>9/17/2019</td>
<td>$ 1,500,000</td>
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<tr>
<td>Workforce Equity Grants Management</td>
<td>ICCB</td>
<td>1</td>
<td>8/21/2019</td>
<td>9/4/2019</td>
<td>$ 325,000</td>
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<tr>
<td>Scaling Apprenticeship Through Sector-Based Strategies:</td>
<td>U.S. Department of Labor</td>
<td>ICCB</td>
<td>10/16/2018</td>
<td>7/23/2019</td>
<td>$ 198,000</td>
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<td>ICC Workforce Sustainability Center</td>
<td>Economic Development</td>
<td>2</td>
<td>3/4/2019</td>
<td>7/16/2019</td>
<td>$ 3,000,000</td>
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<tr>
<td>Boosting Opportunities for Social and Economic Mobility for Families</td>
<td>Kresge Foundation</td>
<td>3</td>
<td>7/26/2019</td>
<td>8/16/2019</td>
<td>$ 450,000</td>
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</tbody>
</table>

**COMPETITIVE GRANTS YEAR TO DATE TOTAL**

$ 5,317,230  $ 690,718

### AGENCY ALLOCATED GRANTS

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Agency</th>
<th>Years</th>
<th>Submitted</th>
<th>Notification Date</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARES Act Funding</td>
<td>U.S. Department of Education (DOE)</td>
<td>1</td>
<td>4/15/2020</td>
<td>4/22/2020</td>
<td>$ 1,852,317</td>
</tr>
<tr>
<td>Career Link - In School Youth</td>
<td>United Workforce Development Board</td>
<td>1</td>
<td>4/30/2019</td>
<td>6/30/2019</td>
<td>$ 49,945</td>
</tr>
<tr>
<td>Career Link - Drop-out Recovery</td>
<td>United Workforce Development Board</td>
<td>1</td>
<td>5/30/2019</td>
<td>6/30/2019</td>
<td>$ 51,552</td>
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<tr>
<td>Adult Education State Basic</td>
<td>ICCB-Adult Ed</td>
<td>1</td>
<td>5/20/2019</td>
<td>7/1/2019</td>
<td>$ 241,010</td>
</tr>
<tr>
<td>Adult Education Federal Basic</td>
<td>ICCB-Adult Ed</td>
<td>1</td>
<td>5/20/2019</td>
<td>7/1/2019</td>
<td>$ 172,260</td>
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<tr>
<td>Adult Education State Performance</td>
<td>ICCB-Adult Ed</td>
<td>1</td>
<td>5/20/2019</td>
<td>7/1/2019</td>
<td>$ 116,045</td>
</tr>
<tr>
<td>Perkins Postsecondary</td>
<td>ICCB-Career and Technical Ed</td>
<td>1</td>
<td>5/31/2019</td>
<td>7/1/2019</td>
<td>$ 388,120</td>
</tr>
<tr>
<td>Highway Construction Career Training Program</td>
<td>IDOT</td>
<td>1</td>
<td>4/30/2019</td>
<td>7/1/2019</td>
<td>$ 354,400</td>
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<tr>
<td>Police Training</td>
<td>Illinois Law Enforcement Standards and Training Board</td>
<td>1</td>
<td>4/1/2019</td>
<td>8/9/2019</td>
<td>$ 352,391</td>
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</tbody>
</table>

**AGENCY ALLOCATED GRANTS YEAR TO DATE TOTAL**

$ 3,761,626

**ALL GRANTS AWARDED YEAR TO DATE TOTAL**

$ 9,078,856

### MULTIPLE YEAR GRANTS

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Agency</th>
<th>Years</th>
<th>Submitted</th>
<th>Notification Date</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trio Talent Search</td>
<td>U.S. Department of Education (DOE)</td>
<td>4 of 5</td>
<td>2/10/2016</td>
<td>6/7/2019</td>
<td>$ 1,200,000</td>
</tr>
<tr>
<td>Trio Upward Bound</td>
<td>U.S. Department of Education (DOE)</td>
<td>3 of 5</td>
<td>2/28/2017</td>
<td>9/10/2017</td>
<td>$ 1,319,690</td>
</tr>
<tr>
<td>Cycle Rider Safety Program</td>
<td>IDOT</td>
<td>2 of 2</td>
<td>8/1/2017</td>
<td>9/12/2017</td>
<td>$ 2,670,330</td>
</tr>
<tr>
<td>Solar Pipeline Training Program</td>
<td>Commonwealth Edison (ComEd)</td>
<td>2 of 4</td>
<td>8/31/2017</td>
<td>12/18/2017</td>
<td>$ 1,000,000</td>
</tr>
<tr>
<td>Title III - Be More!</td>
<td>U.S. Department of Education (DOE)</td>
<td>2 of 5</td>
<td>4/17/2017</td>
<td>10/1/2018</td>
<td>$ 2,872,777</td>
</tr>
</tbody>
</table>

**TOTAL**

$ 10,642,222

Grant titles in bold indicates notification this quarter.
**ILLINOIS CENTRAL COLLEGE**

**INFORMATIONAL ITEM**

**SUBJECT:** Board Policy Review Process

**ACTION:**
- Review for formal recommendation to the full Board of Trustees at the next regular Board meeting.
- Background material for future Board of Trustees action.
- **X** Update information/status report. For informational purposes only.

**SUMMARY:**
The College will launch a Board policy review process to ensure compliance with applicable laws and regulatory agency requirements. This two-year process will involve appropriate stakeholders including the board policy liaisons, the College attorney and college management staff as appropriate.

**FOUNDATIONAL COMMITMENTS SUPPORTED:**

<table>
<thead>
<tr>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping Students Learn</td>
</tr>
<tr>
<td>Managing Student and Stakeholder Needs</td>
</tr>
<tr>
<td>Valuing People</td>
</tr>
<tr>
<td><strong>X</strong> Knowledge Management and Resource Stewardship</td>
</tr>
</tbody>
</table>

**BACKGROUND INFORMATION:**

A two-year schedule will be developed to manage the following process with Dr. Jill Wright acting a project manager:

- Attorney review of policies producing red line suggestions for change
- Internal stakeholder review of attorney suggestions to finalize draft
- Meeting between internal stakeholders, College attorney and Board liaisons to finalize recommendation
- Final recommendation for Board Meeting First Reading
- Final recommendation for Board Meeting Second Reading
- Update Board Policy Manual

Standard Operating Procedures will be updated based on undated policies.

**RATIONALE:**
The Board of Trustees should conduct a periodic review of the Trustees By-Laws and Policies manual. As Board approval is required for policies changes, it is important for the Board to be informed of the review process.

**Prepared by:** Sue Bulitta  
**Approved by:**  
**Division:** Board of Trustees  
**Date:** July 10, 2020
ILLINOIS CENTRAL COLLEGE

ACTION ITEM

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>IT Assessment and CIO Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION:</td>
<td>Review for formal recommendation to the full Board of Trustees at the next regular Board meeting.</td>
</tr>
<tr>
<td></td>
<td>Background material for future Board of Trustees action.</td>
</tr>
<tr>
<td></td>
<td>Update information/status report. For informational purposes only.</td>
</tr>
</tbody>
</table>

SUMMARY:

This expenditure is to engage Next Generation to conduct a review and work with a cross-functional College team to recommend a design to ensure high functioning integrated IT organization and create a profile and engage a national search to select a Chief Information Officer for the College. The CIO position will help guide and coordinate the College’s long-range Technology Plan and establish a strategic roadmap for prioritizing technology investment for the College.

The assessment and redesign phase (Phase One) will involve project planning and interview sessions with stakeholders throughout the College in order to discern and develop an improved student-centered IT organization. Deliverables for Phase One will require six weeks to complete and include a functional organization chart for a new IT unit and a leadership agenda for a CIO.

Phase Two will define an ideal CIO candidate for the College, market the position, screen applicants, recommend a "short-list" of candidates, support interviews, debrief committee and candidates, support second round interviews and finalize offer.

Next Generation was selected based on their unique background and breadth of experience in consulting with Colleges and Universities throughout the country.

FOUNDATIONAL COMMITMENTS SUPPORTED:

| X | Helping Students Learn |
| X | Managing Student and Stakeholder Needs |
|   | Valuing People |
|   | Knowledge Management and Resource Stewardship |

BACKGROUND INFORMATION:

The College faces several critical technology related decisions in support of the student focused initiatives, Title III funding and the review of our ERP and key supporting systems. Furthermore, COVID-19 has highlighted the need for more extensive IT capabilities in order to support various course design and pedagogical approaches with expanded academic technology and faculty support. Now more than ever before, the College relies heavily on remote operations and online learning. Therefore, it is imperative to prioritize IT initiatives and recruit an experienced, knowledgeable and diverse IT leader who will facilitate decisions from an institutional perspective and improve the College's ability to execute strategic technology.
objectives. It is recommended to engage with Next Generation to support this endeavor.

RATIONALE:

<table>
<thead>
<tr>
<th>Prepared by:</th>
<th>Bruce Budde</th>
<th>Approved by:</th>
<th>[Signature]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division:</td>
<td>Administration &amp; Finance</td>
<td>Date:</td>
<td>7/12/2020</td>
</tr>
</tbody>
</table>
## BOARD OF TRUSTEES
### BUDGET 8050

**Department ID:** 8050 (Board Of Trustees)  
**BY 2021 Appropriation Budget Data as of 5:32:24 PM Tuesday, July 7, 2020**

<table>
<thead>
<tr>
<th>Account</th>
<th>Fund</th>
<th>Dept. ID</th>
<th>Program</th>
<th>Description</th>
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| Budget Totals | 14.00 | 0.00 | 0.00 | 0.00 | 14.00 |

1 Trustee to attend the Legislative Conference/2 Trustees to attend the ACCTA Conference