



SUPPORT SB 467 (CASTRO) COMMON COURSE NUMBERING

A common course numbering system will streamline transfers, remove obstacles to degree completion, and promote fairness in higher education. By facilitating seamless credit transfer, this bill paves the way for statewide student success and academic excellence.

STREAMLINED DEGREE PATHWAY PLANNING

- Students gain access to a unified course numbering system, facilitating efficient degree pathway planning.
- Clear identification of transferable courses helps students avoid unnecessary coursework, saving time and money.

REDUCED TRANSFER BARRIERS

- Standardized course codes eliminate existing hurdles for students pursuing bachelor's degrees.
- Colleges and universities develop uniform course codes, promoting transparency and consistency in credit transfer.

WORKGROUP ESTABLISHMENT

- The Illinois Board of Higher Education and the Illinois Community College Board will collaborate with public institutions to devise a comprehensive implementation plan.
- This plan ensures alignment with existing initiatives like the Illinois Articulation Initiative by June 30, 2025.

COMMON COURSE NUMBERING

- By academic Year 2026-2027, all public institutions will implement a common course numbering system for General Education Core Curriculum courses.
- By 2027-2028, this system will extend to major courses, ensuring uniformity and clarity for students.

STUDENT FRIENDLY APPROACH

- Common course numbers will be readily accessible to students, simplifying course selection across institutions.
- Each public institution will integrate these numbers into its course catalog, enhancing accessibility and transparency.

**FOR MORE INFORMATION:
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Support SB 3787 (Halpin)

Community College Applied Baccalaureate Degree Programs

Four-year degrees in ***applied fields of study*** are of increasing importance in enabling individuals to qualify for and obtain jobs – such as the following examples of high-demand fields not supported by traditional four-year universities:

- Respiratory Therapist – Bachelor of Applied Science in Respiratory Therapy
- Information Security Analyst – Bachelor of Applied Science in Computer Information Systems Security

Senate Bill 3787 promotes equitable access and affords Illinoisians, particularly underserved student populations and those in rural areas, greater access to higher education.

Conditions Allowing Community College Baccalaureate Degrees

1. The community college board of trustees must identify and document, in writing, unmet workforce needs in the region served by the community college in the subject area of the baccalaureate degree program to be offered.
2. The board of trustees must demonstrate, in the board's equity plans, how the baccalaureate degree program will demonstrate improved racial and socioeconomic equity in student access, enrollment, and completion by focusing outreach efforts on those students to meet workforce needs.
3. Tuition per credit hour for the third and fourth years of a 4-year baccalaureate program may not exceed 150% of the tuition per credit hour of related lower-division course tuition.

Demonstrated Capacity of the College

1. The community college board of trustees shall demonstrate that the district has the expertise, resources, and student interest to offer a baccalaureate degree.
2. The board of trustees shall describe the labor market needs.
3. The board of trustees must demonstrate that the baccalaureate degree program will not unnecessarily duplicate the degree programs offered by other institutions of higher education in the community college's district.

4. The board of trustees shall describe the program's purpose and its target population, related occupations and career paths.
5. The board of trustees shall demonstrate that the community college has developed quality curricula that align with federal, state, and local requirements.
6. The board of trustees shall demonstrate student demand for the program.
7. The board of trustees shall verify the community college has the fiscal resources in place or has budgeted for financial support in a cost-effective manner.
8. The board of trustees shall identify and document the faculty available for teaching the program, including the number of full-time faculty anticipated to teach in the program, and a description of the faculty's qualifications.

Notification & Reporting

The board of trustees of a community college developing a baccalaureate degree program located in the same community college district as the main campus of any public institution of higher education shall notify that public institution of higher education at least 60 days before submitting the application under subsection (b) to the Illinois Community College Board. Within 30 days after the date the board of trustees submits the notice, the public institution of higher education may provide a written response to ICCB for its review. A public institution of higher education may not prevent a community college from offering a baccalaureate degree program.

A community college district that offers a baccalaureate degree program shall submit an annual report to ICCB, which shall include the total number of students pursuing a bachelor's degree at the community college district, the total number of bachelor's degrees completed at the community college district, workforce data showing demand for the baccalaureate degree programs offered at the community college district and the average cost of tuition per credit hour for the bachelor's degrees offered at the community college district.

Evaluation Data to be Collected

1. Information identifying applicants, admissions, enrollments, demographic characteristics of students, and degree recipients.
2. The extent to which each baccalaureate degree program fulfills identified workforce demands that require 4-year baccalaureate degrees.
3. Information on the pace of employment of students and the subsequent job placement of graduates.

FOR MORE INFORMATION

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House Bill 5020 (Blair-Sherlock/Castro)

Dual credit allows high school students to earn community college credits in high school when college courses are taught by high school teachers. There are advantages and disadvantages. When highly qualified high school teachers teach these courses supervised properly by the community college in partnership with the relevant faculty, it can work.

Rationale

Stand for Children introduced this bill to address perceived inequitable access with three solutions:

1. Engage more students by providing multiple avenues for eligibility and better communication with families.
2. Help more educators become fully qualified Dual Credit instructors.
3. Empower districts to use multiple higher learning partners to offer in-demand coursework while prioritizing local partnerships.


Challenges

1. This bill seems to weaken community colleges and give more decision making to high schools to change college course requirements, and community college administrators to change instructor qualifications.
2. It requires community college districts to reinvest revenues received from school districts for dual credit programming back into dual credit programming.
3. Some community colleges have seen losses in traditional enrollments and faculty positions over the past five years as dual credit participation dramatically rose.

Content of the Legislation

1. Codifies the community college's right of first refusal to prioritize local partnerships.
2. Prohibits dual credit partnerships with for-profit institutions.
3. Further limits the use of out-of-state providers by requiring high schools to demonstrate to the Illinois Board of Higher Education that it has taken appropriate steps to use in-state institutions.
4. Provides that a Dual Credit Instructor Qualification Framework (instead of a Dual Credit Instructor Endorsement Framework) shall be developed through a committee involving collaboration between the Illinois Community College Board and the Illinois State Board of Education by December 31, 2024.
5. Offers parity in Priority Career Pathway courses with Illinois Articulation Initiative (IAI) course offerings to expand opportunities for students for Priority Career Pathways that already exist at the community college.
6. Creates the Dual Credit Committee, a 29-member committee of secondary and postsecondary representatives, to define two components: (1) the appropriate graduate coursework within disciplines covered by the IAI for academically qualified and interim qualified instructors; and (2) the equivalent experience required to be a fully qualified CTE instructor.

FOR MORE INFORMATION
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The
Community
Colleges
of Illinois

FOR EVERY
STUDENT

FOR EVERY
COMMUNITY



AN ECONOMIC IMPACT FACT SHEET

A RETURN ON INVESTMENT

for Illinois Students, Businesses,
and Local Communities

Illinois' 48 community colleges boost the economy of local communities. They are important sources of revenue and employment for the communities and regions they serve. These direct impacts ripple through the economy creating additional jobs, payrolls, and other economic activity.

The total economic output
of Illinois community colleges
on the statewide economy
in fiscal year 2020
is estimated at

\$3.5 billion
and
43,316 jobs.

ILLINOIS COMMUNITY COLLEGES meet the
needs of business and industry.

Illinois community colleges support local workforce and economic development services through employer and business engagement. During academic year 2020, Illinois community colleges worked with nearly

9,800 unique
employers.



AN ILLINOIS COMMUNITY COLLEGE EDUCATION

increases earnings for workers.

Obtaining a certificate or degree at a community college is an investment for students that results in higher earnings



with an average annual rate of return of nearly 27%.

Short-term certificates provide students with a quick and focused program of study that can lead to immediate employment. Short-term programs that yield considerable annual earnings three years after completion include:

 **Electrical and Power Transmission Installers**
\$69,216

 **Fire Protection**
\$54,108

 **HVAC and Refrigerator Maintenance**
\$48,708

 **Criminal Justice and Corrections**
\$43,902

 **Computer Systems Networking and Telecommunications**
\$43,554

 **Ground Transportation (Truck Driving)**
\$42,492



After adjusting for inflation, the class of 2009 community college graduates (Long-Term Certificates and Associate Degrees), earned **\$54,516** ten years after graduating, representing an average annual growth rate of 21.2%

The earnings growth is most significant in the first few years after graduation, and there was an immediate increase of **39.5%** for the first year after graduation.

ILLINOIS COMMUNITY COLLEGES are committed to equity.

When isolating graduates from Long-Term Certificate and Associate in Applied Science programs and examining earnings one year prior to completion to three years after,

African American students increased earnings 88%.

Latinx students increased their earnings by 119%.



GRADUATES FROM ILLINOIS COMMUNITY COLLEGES obtain stable employment upon completion.

More than 84% of students who earn Long-Term Certificates or an Associate in Applied Science are employed in their chosen career field within a year of graduation.

Graduates with an Associate Degree (i.e., Transfer Degrees to a four-year institution) have an **employment rate of 85%** after five years and this increases to **92%** ten years after graduation.