



IBHE Faculty Advisory Committee Update

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Common Course Numbering -- Pros

- Improved Transfer Clarity and Predictability
- Stronger Equity Outcomes
- Streamlined Articulation and Statewide Alignment
- Administrative Efficiency
- Increases student confidence and momentum

Common Course Numbering -- Cons

- Academic Autonomy and Faculty Governance Concerns
- Superficial Equivalence Risks
- Implementation and Maintenance Burden
- One-Size-Fits-All Limitations
- Potential for Misinterpretation by Students

Common Course Numbering -- Status

- Still on the table
- Long Ramp for Implementation if adopted
- Based upon IAI – where we already have faculty vetting of courses and common numbers

Community College Baccalaureate

- **Address Workforce Gaps in High-Demand Fields**
 - Illinois employers face persistent shortages in applied fields such as nursing, cybersecurity, early childhood education, and health administration.
 - Community colleges are already the primary talent pipeline in these sectors and can extend that pipeline efficiently to the bachelor's level.
 - CCB programs are typically tightly aligned to regional labor-market demand, producing graduates with job-ready skills faster than traditional pathways.

Community College Baccalaureate

- **Expand Bachelor's Degree Access and Equity**
 - Place-bound, working adults, rural residents, and students with family or financial constraints are less likely to transfer to four-year institutions.
 - Offering bachelor's degrees at community colleges reduces geographic, financial, and cultural barriers to completion.
 - Evidence from other states shows CCBs improve bachelor's attainment among first-generation, adult, and underrepresented students without displacing university enrollments.

Community College Baccalaureate

- One Tool in our Toolbox; not intended to supplant programming at Universities.
- Proposed legislation has a highly structured approval process including multiple opportunities for universities to respond to CCB proposals prior to implementation.
- Proposed legislation has guardrails on program types per region and institution.

Third-Party Marketing and Course Organization Platforms

- Might accelerate growth and improve delivery—especially for online and adult-focused programs—but they introduce real risks related to cost, academic control, data governance, and mission alignment.
 - With focus can also help function as revenue generators and recruitment tools.
 - Their use is most defensible when narrowly scoped, faculty-governed, transparent, and periodically reassessed against public-interest goals.
- Ultimately, these are local curricular decisions made by institutions.
- The state has little role in oversight of their use as they typically fall outside of credit-based programs.
- Real Tension between workforce mission of education and academic mission of institutions.

ICCB Faculty Representative

- The Agency / Board does not make appointments to the ICCB.
- Appointments are made by Governor Pritzker.
- Recently two new appointments.
 - Jeanne McDonald, Faculty Emeritus from Waubonsee Community College
 - Hector Garcia, Superintendent of District 181 in the Hinsdale Area
- Currently no vacancies on the Board
- One member serving on an expired term

Transitional Instruction Report Due Dates

- There is no specific due date for Transitional Instruction reports.
- Currently, they are engaged in ongoing course review.
- Contact: Brian Messner at: brian.messner2@illinois.gov.

Who to contact at ICCB if you aren't getting responses?

brian.durham@illinois.gov

Does ICCB also have emergency funds?

- The ICCB does not have emergency funds, *per se*.
- Community Colleges typically have emergency funds
- ICCB grants often allow for student support services for students (e.g. WEI, PATH, Trades, etc.)

Where are we at in the process for developing a funding formula for community colleges?

- The Community Colleges have 3 formulas across unrestricted grants and additional formulas for some restricted funds
 - Base Operating – Credit Hour Generating
 - Equalization– Property tax leveling
 - Performance—Momentum Points (nominal dollars)

Adequacy and Equity in Community College Funding Recommendations

Recommendations	
1. Conduct comprehensive analyses to address key funding challenges and inform the future development of data-informed solutions.	Base Operating Modeling Group Equalization Modeling Group
2. Establish a base funding amount that provides each district with a foundational level of operational support.	Base Operating Modeling Group
3. Allocate targeted resources to districts based on student demographics and institutional needs while providing flexibility in how funds are used to improve student success	Base Operating Modeling Group
4. Revise the equalization grant formula to reduce funding volatility, ensure fair distribution of resources, and create a more predictable and stable funding model for all districts.	Equalization Modeling Group
5. Evaluate existing dual credit funding mechanisms and explore ways to ensure that all community college districts can offer these programs without financial strain.	Dual Credit Modeling Group

Where are we at in the process for developing a funding formula for community colleges?

- Adequacy and Equity in Community Colleges Working Group
- Technical Modeling Working Groups
 - Proposed / Potential Tweaks, depending upon available resources

Diversity Initiatives

ICCB Board Goal #1:

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

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State Budget

- ICCB recommended 3.5% for the system to the IBHE
- My understanding is that the IBHE will come in close to that request.
- Not sure of the Governor's Proposal yet.
- All indications and all discussion suggest a very tight, resource-constrained year.
- Federal Uncertainty does not help

Dual Credit Quality Act

DCQA Right of First Refusal Requirement (110 ILCS 27/16.10)
Before a school district may offer any dual credit coursework with a postsecondary institution **other than the local community college**, the district must first negotiate with the designated liaison of its local community college district to seek a partnership under Section 16 of the Act.

Only **after mutually agreeing** that a partnership with the community college is not feasible may the district enter a dual credit partnership with an alternative postsecondary institution — including universities.

Dual Credit Quality Act

The DCQA defines “postsecondary institution” by reference to the Higher Education Student Assistance Act, which includes all public universities and most private institutions operating in Illinois. As a result, these requirements apply in all cases where a district partners with a university to offer dual credit.

As of June 30, 2025, any high school district intending to offer dual credit with a university must complete the required negotiation process with their local community college **before** entering into such an agreement.

Questions?

