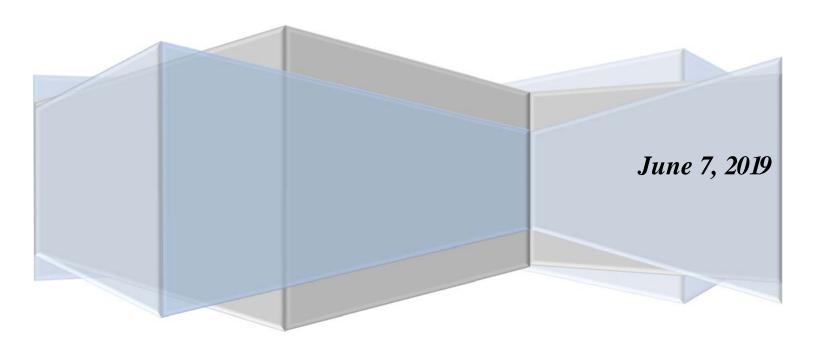# DRAFT RECOGNITION REPORT

HIGHLAND COMMUNITY COLLEGE

June 7, 2019

Illinois Community College Board

RECOGNITION REPORT
FOR
HIGHLAND COMMUNITY COLLEGE
June 7, 2019

INTRODUCTION

During fiscal year 2018 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Highland Community College. Due to the low number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Highland Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Highland Community College's catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges and meet the general education requirements as defined in Administrative Rule 23 Ill. Adm. Code 1501.302 (a)(3)(A)(i), with the following exceptions.

The following degree programs did not meet the general education requirement of 15 credit hours minimum for Associate of Applied Science (A.A.S.) degree programs:

- Industrial Manufacturing A.A.S. degree
- Automotive Mechanics A.A.S. degree
- Emergency Medical Technician A.A.S. degree

After discussions with college staff, the necessary changes were taken to the Curriculum Committee in October, 2018. Modifications to resolve the issues related to these three curricula have been taken.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.302 (a)(3)(A)(i), Highland Community College must ensure that all programs meet the general education minimum requirements.

College Response: Highland Community College has made the necessary modifications to ensure that all programs meet the general education minimum requirements. Highland will utilize the ICCB 5-year program review process and the internal catalog publication process to re-check the program requirements to ensure that the general education minimum requirements are maintained.

2. Articulation

Highland Community College offers an Associate in Arts (A.A.), an Associate in Science (A.S.), an Associate in Engineering Science (A.E.S.), and an Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

According to the requisite Recognition standard, the college provided documentation of articulation for 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 19 of 20 courses submitted had the required current transfer documentation in place, and one course had an outdated agreement.

Compliance Recommendations: In order to comply with Administrative Rule 23 Ill. Adm. Code 1501.309 (d1), Highland Community College must:

1) provide updated evidence of articulation for the following course: *ECE 204 Exceptional Child in ECE Programs*.; and

2) continue to review all 1.1 courses once every five years to ensure that they have the required number of agreements and the evidence of articulation is current.

College Response:
1) *Highland Community College has current (2018) agreements for the ECE 204 course, from six Illinois Colleges: EIU, SIU-C, ISU, UIC, WIU & Governor State.*
2) *As part of the ICCB 5-year program review process, Highland Community College will review all 1.1 courses to ensure that they have the required number of agreements and the evidence that the articulation is current.*

3. **Academic Control**

According to Highland Community College, all new programs, as well as dual credit courses, are developed according to college policy that requires review and oversight of units of instruction to be evaluated by college staff. The college stated that all courses and programs are reviewed and approved by the Curriculum and Instruction Committee which is co-chaired by a faculty member and the Executive Vice President. Faculty are heavily involved in the curriculum approval process through this committee. The Curriculum and Instruction Committee also reviews academic requirements that directly affect instruction, such as placement scores, prerequisites, and graduation requirements. Additionally, the committee, in collaboration with the Faculty Senate leadership, drafted a dual credit policy. Highland Community College has a well-defined registration process.

Compliance Recommendation: None.

4. **Curriculum**

4a. A comparison between Highland Community College's catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the Administrative Rule 23 Ill. Adm. Code Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of Highland Community College's 2018 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules 23 Ill. Adm. Code 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review: 50 from fiscal year 2016 and 50 from fiscal year 2017. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2016 and 2017, including their credentials.

Part A: State Laws and Regulations and Accreditation Standards.
Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Highland Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Part B: Instructors.
During fiscal years 2016 through 2017, it was reported that 34 instructors taught 1.1 transfer dual credit courses. Of these instructors, 18 did not have the appropriate credentials to teach transfer courses. It was reported that 58 instructors taught 1.2 career and technical education (CTE) dual credit courses. Of these instructors, nine did not have the appropriate credentials. The college indicated that 15 of the non-qualified instructors were no longer teaching dual credit courses for the institution.

Highland Community College received a waiver from the Higher Learning Commission (HLC) giving the college until September 1, 2022 to be in full compliance with the faculty qualifications requirements.

Part C: Qualification of Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found. It was indicated that for several courses an agreement exists for which pre-requisites can be waived. The institution should ensure that this process and agreement is reflected in institutional policy and aligns with procedures for on-campus students.

Part D: Course Offerings.
Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings.

Part E: Course Requirements.
The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

<u>**Compliance Recommendation:**</u> In order to be in compliance with ICCB System Administrative Rule 1501.303(f) and 1501.507(b) (11) (C), Highland must:

1) Ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a Master's Degree with 18 hours in the discipline. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. However, the district has received a waiver from the HLC until September 1, 2022 to be in full compliance with the faculty qualification requirements. The ICCB will honor these waivers granted to districts in the Illinois community college system. The district must have a plan in place to demonstrate the progress of their compliance over the next five years. A detailed action plan must be submitted to the ICCB within 30 days of receiving the final approved report.

2) Ensure that all students accepted into dual credit courses meet the district's criteria, prerequisites, and respective placement requirements.

College Response:
1) Highland Community College reviews the dual credit faculty's progress toward completing their professional development plan each August to ensure that the required progress is being made.
2) All students accepted into dual credit are required to meet the same criteria, prerequisites, and placement requirements of the district.

6. **Assessment Plans**
   Highland Community College has a systematic, district-wide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. Faculty complete program assessment plans each academic year through the completion of the Assessment of Student Learning Report Forms. The college uses this

form to identify curriculum or program changes and provide documentation of the college's ongoing effort to systematically utilize data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning.

Additionally, the college is committed to ensuring placement policies and procedures are placing students appropriately through the selection of a new placement testing tool and the review of cut scores. The college also supported the statewide standardization of placement cut scores by adopting the Chief Academic Officers recommended ACT, SAT, and PARCC exam cut scores and considering the use of GPA as a placement measure.

Compliance Recommendation: None.

7. **Student Evaluation**
Highland Community College has a well-defined system for evaluating and recording student performance in courses and programs. Highland Community College has established and published minimum standards of academic achievement, as defined by grade point average, credits completed in relation to credits attempted, and satisfactory academic progress. The college has Board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. **Faculty Qualifications/Polices.**

Highland Community College reported that all full- and part-time faculty for transfer-level courses are required to obtain a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate level of experience in their field. According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. Information regarding full- and part-time faculty who taught in the academic years 2015-2016 and 2016-2017 was also requested by the ICCB. Review of the faculty transcripts showed that two faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses.

In addition to reviewing faculty files, the college provides regular professional support for faculty through the Alternative Technology Resources Department. The college also provides accessible materials to persons with disabilities including adaptive equipment and software.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Highland Community College must:

Ensure that all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies that states:

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as 1.1 transfer courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. For career and technical education coursework, instructors must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: An internal audit of all full-time, part-time, and dual credit faculty was done in the academic year 2016-2017. If a faculty member did not meet the faculty qualification guidelines provided by HLC and ICCB, the faculty member's teaching assignment was adjusted to ensure that the rules were being followed. Before a potential candidate is interviewed for a teaching assignment, a thorough review of his or her qualifications and transcripts is completed to ensure that any new faculty members also meet the HLC and ICCB guidelines.

9. **Cooperative Agreements and Contracts**

Highland Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) agreement which has been approved by the ICCB and agreed upon by the 39 community college districts in the state.

Technical information is provided to students regarding the CAREER Agreement in the college catalog, along with a list of participating colleges. Additionally, the college currently has an extension of curricula partnership with Rock Valley College for Highland's in-district students who work in Rock Valley College's district; these students are able to earn a short-term certificate through Rock Valley College.

Compliance Recommendation: None.

10. **Academic Calendar**

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Highland Community College's Academic Calendar includes 16 weeks, with 76 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule 23 Ill Adm. Code Section 1501.303. In the event of a school closure or cancellation (e.g., inclement weather, natural disaster, etc.), the district has developed

Academic Continuity Procedures within their Campus Emergency Response Plan.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Highland Community College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college included student and academic support services and administrative functions in their review cycle. Throughout the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. Highland Community College should continue to review and utilize the recommendations and feedback given by the ICCB. Discrepancies between the college's program review submission and the ICCB five-year program review schedule were identified in the Student and Academic Support Services program area.

Compliance Recommendation: The ICCB recommends reviewing the statewide program review 5-year cycle to ensure that the college adheres to the current published schedule.

College Response: Highland Community College has reviewed and adjusted its program review cycle, particularly for the Student and Academic Support Services program area, to match the ICCB five-year program review schedule.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Highland Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. The college requires full-time and part-time degree and certificate seeking students to meet with an advisor prior to enrollment. Students are also required to meet with an advisor when they are placed on academic probation or suspension. Additionally, students who do not meet the Standards of Academic Progress for financial aid must also meet with an advisor to create an academic plan.

Career and academic advising is provided by a team of cross-trained professional advisors with specific advisors assigned to specialize in transfer and career advising. Among these advisors, one advisor coordinates transfer and articulation, one coordinates the college's class schedule, one coordinates the CollegeNow program and serves as the Veterans Coordinator, and one edits the academic portion of the college catalog and maintains the degree audit system in Banner. The college holds regular meetings for cross-training to keep the advisors and intake team updated on the most current information on placement, programs, transfer, and financial aid.

Students may obtain advising through the traditional face-to-face method, during registration via Quick Start and during scheduled walk-in hours. Due to staffing reductions, previously held routine evening and weekend appointments are now scheduled on an as-needed basis.

Compliance Recommendation: None.

Advisory Recommendation: Action steps have been identified in the college's report to communicate the change in evening/weekend and online advising options from routine hours to by-request on their website and other forms of communication. The college should continue to evaluate their current practices to ensure services are available at hours/days convenient for all students, including evenings and weekends.

College Response: The College offered regular evening hours in the advising department during the fall 2018 semester with minimal use. Evening and weekend appointments continue to be available by appointment. Additionally, the department utilizes several electronic communication methods to increase flexibility in meeting student needs. These tools include the use of an evening and weekend answering service, an online "Ask an Advisor" and FAQ section on the web site, the availability of Skype appointments, and timely response to student email. An evening switchboard operator is also available in the same building as the advising department until 7:30 p.m. Monday – Thursday. The staff member is trained to respond to student needs and schedule advising appointments. The College will continue to evaluate current practices.

Part B. Financial Aid
The financial aid program provides students with information about and access to available financial support. The Financial Aid Office operates from 8:00 a.m. – 5:00 p.m. Monday, Tuesday, Thursday, and Friday, and 8:00 a.m. – 1:00 p.m. on Wednesday with evening and weekend appointments available upon request. The Financial Aid Office is located within the enrollment and records office. The one-stop student services center answers general financial aid questions and has access to basic financial aid student records so questions may be addressed as quickly and conveniently as possible. The college has a Veterans Certifying Official on staff within the financial aid office, as well as a veteran advisor in the academic advising office. These individuals oversee the benefits program and the veterans' resources. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Advisory Recommendations: The college should continue to evaluate their current practices to ensure services are available at hours/days convenient for all students, including evenings and weekends.

College Response: Evening and weekend appointments continue to be available by appointment. Additionally, the department utilizes several electronic communication

methods to increase flexibility in meeting student needs. These tools include the use of and monitoring of an evening and weekend answering service and timely response to student email that is directed to a shared department address. An evening switchboard operator is also available directly outside the financial aid department offices until 7:30 p.m. Monday – Thursday. The staff member is trained to respond to student needs and schedule advising appointments. The College will continue to evaluate current practices.

Part C: Placement
Career Services provides job placement services for students and offers a comprehensive job placement program. Students can receive skill testing, resume preparation, job search skills, job positions, interviewing preparation, and steps for successful interview follow-up. Through Career Services, students can receive one-on-one assistance with developing their resume, cover letter, interview preparation, and job applications. The college also has an online job placement site that is free to employers and students.

Compliance Recommendation: None.

Part D: Support Services
In addition to academic advising, transfer, and career services, Highland provides various support services to students, which include Disability Services, Early Alert, tutoring, mental health evaluations and services, TRIO, and veterans' services.

The Office of Disability Services assists secondary students transitioning to college, as well as adults returning to college, by meeting with external service providers such as special education teachers and guidance counselors, staff from the Division of Rehabilitative Services, and other local services.

The college is currently piloting a First Year Experience to all degree-seeking students. The program distributes pertinent college and campus information and policies to students. In addition to sexual violence prevention, students are trained to use campus technology, what to do in case of a campus emergency, understanding important elements of financial literacy, and student rights and responsibilities. Key components moving forward are to ensure all students create degree plans and to bolster college retention efforts.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

   1. **Credit Hour Claim Verification**
      ICCB staff conducted a day and a half visit at the college in early September 2018. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

      ICCB staff selected approximately 150 course sections from the summer 2016, fall 2016,

and spring 2017 semesters. Staff also reviewed midterm class lists, final grade sheets, and transcripts. The ICCB uses this information to support student residency status and final grade postings. Staff check for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes used to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System
The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The college has an agreement with the YMCA on campus to teach some Physical Education courses. The courses are taught by YMCA employees resulting in Highland not complying with 110 ILCS 805/2-16.02 which states the district much have 50 percent of the cost of a program to submit a course for state reimbursement. There were a small number of courses impacted and Highland has agreed to resubmit fiscal year 2018 credit hours with the YMCA courses removed to correct the credit hour claim.

A separate issue was addressed concerning the midterm verification worksheets. Instructors have not been certifying that the students were actively pursuing completion of the course on the midterm verifications. Rather, administrative staff relied on instructors to withdraw the student from the class in order for the student to be moved from the credit hour claim. While this did not have a material effect of the credit hour claim, it is important to get a clear designation of the instructor's intent, rather than inferring from a withdrawal.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02, Highland Community College must resubmit all SUSR claims after removing the YMCA courses from the fiscal year 2018 credit-hour claim.

College Response: The College has resubmitted the FY18 SUSR claims with the YMCA courses removed on September 11, 2018.

Compliance Recommendation: In order to comply with 23 Ill Adm. Code 1501.507 (e), Highland Community College must define and communicate to faculty the process for determining successful course completions at midterm. This will more clearly identify which students are actively pursuing.

College Response: A new midterm process has been communicated to faculty and implemented in the Spring 2018 term. This process will clearly identify which students are actively pursuing a course by instructors on their midterm grade sheets; students will be withdrawn if they are not actively pursuing the course.

Student Residency
Based on the review of residency records, Highland Community College properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns

to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats
The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

2. **Financial Planning**
   Highland Community College's operating balances and indebtedness were compared to cohort colleges in the Resource Allocation and Management Plan. Highland indicated it has a lower fund balance as a percent of operating expenses than most in the cohort; however, the fund balance is within Highland Community College's rule of thumb levels (20-25 percent). Highland Community College's level of debt as a percent of assessed valuation is lower than most colleges in the cohort. The level of debt is related to the college board's philosophy regarding the overall tax rate. All college departments are included in financial planning and accountability. The college utilizes 35 budget managers (approximately 27 percent of its full-time employees) to oversee budget centers for which it has programmatic responsibility and/or expertise. Budget managers comprise deans, directors, faculty, staff, and grant administrators. Budget managers are directed to include staff/faculty when creating budget requests, making budget decisions, including items in the Resource Allocation and Management Plan, and in financial planning for the budget centers they oversee. The Vice President of Administrative Services communicates regarding the budget process to all campus staff and faculty to ensure all are aware of the opportunities to have input.

   Compliance Recommendation: None.

3. **Financial Compliance**
   Part A: Annual External Audit.
   The annual external audits for fiscal years 2013 through 2017 were reviewed. They were submitted to the ICCB timely with all of the required information.

   Compliance Recommendation: None.

4. **Facilities**
   Part A: Approval of Construction Projects.
   P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects. There were no state funded projects to check for approval during the recognition timeframe.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.
P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. In order for Highland Community College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and ensure the work completed using this funding source meets requirements.

Compliance Recommendation: None.

Part C: Facilities Data Submissions.
Facility Data Records (ICCB F3, F6, B3, R3 records)
Based on ICCB staff review of the facilities data submissions, the fiscal year 2013 through fiscal year 2017 submissions were generally made in a timely and accurate manner. The college was still working to finalize the fiscal year 2016 data. During ICCB's review of the F3, F6, B3, & R3 records submitted, no errors appeared on the June 30th edit reports, which is an indication that the submissions were accurate.

Compliance Recommendation: None.

Square footage of planned construction and owned land
The fiscal year 2013 through 2017 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project status reports
The fiscal year 2013 through 2017 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB-approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)
The submissions due in fiscal years 2013 through 2017 were reviewed. For the period examined, the college submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)
The fiscal year 2012 through 2016 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. Institutional Research/Reporting

1. **General Reporting Requirements:** The latest five years of ICCB data submissions by Highland Community College were reviewed. Generally, this includes fiscal years 2014-2018 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

   ICCB data timeliness and accuracy are becoming increasingly important. ICCB staff use these submissions extensively to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to strengthen data submission quality and comprehensiveness.

   For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are eleven IPEDS surveys across the fall, winter, and spring collections, and the potential fine in 2018 is up to $55,907 for each violation. The fine changes annually based on an inflation index.

   ICCB data also are used in federal Postsecondary Perkins and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

   Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been sufficient over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Highland Community College's A1 submission met the reporting deadline in one of the past five fiscal years: the fiscal year 2018 submission was finalized three weeks late, the fiscal year 2017 submission was five days late, the fiscal year 2016 submission was one and a half months late, and the fiscal year 2015 submission was

finalized nearly two weeks past the reporting deadline. The submissions took between four and nine submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent was less than one percent in fiscal year 2014 but it increased to about nine percent in fiscal year 2016 and to twenty-five percent in fiscal year 2018. Coverage of Highest Degree Previously Earned was excellent with less than five percent of records with unknown Highest Degree Previously Earned across the years reviewed. The proportion of records with unknown High School Rank ranged between sixty-one percent and nearly one hundred percent across the three years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Highland Community College met the reporting deadline in three of the four years reviewed; the fiscal year 2016 submission was finalized fifteen days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to three, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than three percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Highland Community College met the reporting deadline in each of the three years reviewed. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Highland Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions. The **AC** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data was two submissions during the five years reviewed. There were no critical errors in five of the five years reviewed. Timeliness for the **Fall Enrollment Survey** has been excellent with five of five submissions meeting the reporting deadline. There has been consistency between

the Fall Enrollment Survey and the E1 submission in each of the five years reviewed; there were no headcount discrepancies.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Highland Community College data submissions met the reporting deadline in each of the last five fiscal years. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent in the five years reviewed with no records or less than one percent of records having unknown age. The proportion of records with unknown Race/Ethnicity ranged between less than one and six percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about one percent of the records in the three years reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in each of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in each of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2016 (61.11 percent) and 2014 (53.85 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to two. The **Faculty, Staff, and Salary (C2)** electronic data submission also met the reporting deadline in each of the three years reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in four of the past five fiscal years: the fiscal year 2014 submission was finalized four and a half months past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Highland Community College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one to three.

The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Highland Community College met the reporting deadline in the years reviewed for two of the four surveys; the fiscal year 2014 African American and Hispanic Employment Plan Surveys were submitted five days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Highland Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1).**

College Response: The College will continue to focus its efforts on submitting all data submissions in a timely, accurate, and complete manner. In order to improve the timeliness of the A1, the College will identify and implement steps to ensure that the data are submitted to ICCB early in order to correct errors noted in the edit report prior to the deadline date. Additional queries will be created in the internal database used so that most errors can be detected prior to submission.

Highland Community College - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(07/15)***	07/10/17	07/13/16	07/01/15	07/10/14	06/24/13
# Submissions to Final	1	2	1	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	931	508	469	510	340
Unduplicated Head Count	800	411	276	406	251
# Error Codes in Final Submission	2	1	0	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.07 percent	0.20 percent	0.00 percent	1.17 percent	1.76 percent
% Unknown Age in Final Submission no value or .	0.54 percent	0.00 percent	0.00 percent	0.59 percent	0.29 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	3.87 percent	5.51 percent	2.35 percent	2.35 percent	0.88 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	0.85 percent	0.98 percent	1.18 percent

*Due 07/17 in FY 18
**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(08/01)***	08/22/17	09/06/16	09/16/15	08/14/14	07/25/13
# Submissions to Final	8	9	5	9	4
Timeliness	21 days late	5 days late	44 days late	13 days late	on time
Head Count (total incl. 0 hrs enroll.)	4162	4544	4083	4486	4779
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	3	1	5	1
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	1.08 percent	0.70 percent	0.26 percent	0.24 percent	0.18 percent
% 0 Cumulative GPA in Final Sub.	16.89 percent	19.39 percent	16.87 percent	16.87 percent	18.16 percent
% 0 Cumulative Hours in Final Sub.	6.22 percent	9.57 percent	6.20 percent	4.75 percent	5.23 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	25.04 percent	4.07 percent	8.62 percent	1.05 percent	0.10 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	25.64 percent	4.47 percent	8.89 percent	1.85 percent	0.52 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	4.16 percent	3.57 percent	3.58 percent	3.59 percent	2.99 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	64.56 percent	61.32 percent	99.62 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16
**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(09/01)****	08/23/17	08/31/16	09/16/15	08/14/14	N/A*
# Submissions to Final	3	2	2	3	N/A*
Timeliness	on time	on time	15 days late	on time	N/A*
Record Count (duplicate completions)	625	767	612	527	N/A*
Total Number of Completions from A1	607	740	594	516	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	0	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final unknown	2.08 percent	1.43 percent	1.63 percent	0.95 percent	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission **(09/01)***	08/17/17	08/31/16	07/20/15	07/28/14	07/29/13
# Submissions to Final	1	1	1	3	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	4162	4544	4083	4486	4779
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	2	1	1
# Critical Errors in Final Submission	0	0	0	0	0

*Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15; 09/03 in FY 14

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission **(09/01)****	N/C*	N/C*	07/20/15	07/24/14	07/30/13
# Submissions to Final	N/C*	N/C*	1	1	2
Timeliness – Data Due	N/C*	N/C*	on time	on time	on time
Head Count in Final Submission	N/C*	N/C*	131	149	128
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent

*The SD submission was eliminated in FY17
**Due 09/02 in FY 15; 09/03 in FY 14

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(09/01)***	08/21/17	09/07/16	07/27/15	10/23/14	09/18/13
# Submissions to Final	2	3	1	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.54 percent	0.34 percent	0.25 percent	0.16 percent	0.16 percent
% Dual Credit in Final	9.39 percent	9.97 percent	7.29 percent	6.58 percent	6.75 percent
% Remedial (PCS 14) in Final	9.99 percent	10.38 percent	11.25 percent	12.28 percent	12.93 percent

*Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15; 11/15 in FY 14

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/01)***	09/25/17	09/28/16	09/22/15	09/16/14	09/20/13
# Submissions to Final	2	2	2	2	2
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1678	1857	1804	1730	2031
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.47 percent	0.37 percent	0.16 percent	0.11 percent	0.19 percent
Current Intent Coverage in Final Sub % coded as unknown	42.85 percent	44.32 percent	47.45 percent	27.05 percent	24.67 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	97.50 percent	97.58 percent	98.12 percent	97.75 percent	100.00 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/01)***	09/27/17	09/29/16	09/23/15	09/17/14	09/17/13
Timeliness	on time	on time	on time	on time	on time
Head Count	1678	1857	1804	1730	2031
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)***	09/26/17	10/04/16	09/29/15	09/26/14	10/01/13
# Submissions to Final	1	2	1	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	3	2	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.46 percent	6.39 percent	8.98 percent	10.07 percent	9.27 percent
% Unknown Employment Class (8)	2.73 percent	3.01 percent	2.34 percent	2.52 percent	2.32 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)**	N/C*	N/C*	09/29/15	10/10/14	10/01/13
# Submissions to Final	N/C*	N/C*	1	3	1
Timeliness	N/C*	N/C*	on time	on time	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)***	10/10/17	10/14/16	09/29/15	10/10/14	02/28/14
# Submissions to Final	1	1	1	2	2
Timeliness	on time	on time	on time	on time	136 days late

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission **(11/01)***	10/02/17	09/30/16	10/07/15	10/23/14	11/13/13
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 16; 11/03 in FY 15; 12/02 in FY 14

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission **(02/15)***	02/01/18	02/10/17	02/03/16	01/28/15	02/06/14
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior
**Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/30/18	02/22/17	01/19/16	01/20/15	03/10/14
Timeliness	on time	on time	on time	on time	5 days late

*Due 02/02 in FY 18; 03/08 in FY17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note**	01/24/18	02/22/17	01/15/16	01/20/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/25/18	02/22/17	01/15/16	01/20/15	02/20/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/24/18	02/22/17	01/15/16	01/20/15	03/10/14
Timeliness	on time	on time	on time	on time	5 days late

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/16/18	02/07/17	03/11/16	01/30/15	02/20/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15; 02/21 in FY 14

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/05/16	05/26/15	05/19/14
# Submissions to Final	N/C*	N/C*	1	1	2
Timeliness	N/C*	N/C*	on time	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	0	2	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	3.57 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	61.11 percent	21.43 percent	53.85 percent
Met Minimum Response Rate***	N/C*	N/C*	Yes	No	Yes

*The FS submission was eliminated in FY 17
**Due 5/31 in FY 16; 06/01 in FY 15
***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/13/17	06/14/16	06/10/15	06/11/14
# Submissions to Final	2	1	2	2	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	18.03 percent	24.04 percent	24.34 percent	21.89 percent	5.39 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	9.29 percent	11.48 percent	12.83 percent	8.44 percent	5.66 percent

*Due 06/16 in FY 14