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## **RECOGNITION REPORT**

## **SPOON RIVER COLLEGE**

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*December 4, 2020*

Illinois Community College Board

RECOGNITION REPORT  
FOR  
SPOON RIVER COLLEGE  
December, 2020

**INTRODUCTION**

During fiscal year 2020 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Spoon River College, District 534. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Spoon River 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 Spoon River College's 2019-2020 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

No discrepancies between the college catalog and the curriculum master file were identified.

**Compliance Recommendation:** None.

#### 2. Articulation

Spoon River College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in General Studies (A.G.S). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

**Compliance Recommendations:** None.

#### 3. Academic Control

The institution maintains academic control of the design, conduct, and evaluation of units of instruction with the appropriate processes and policies in place. The Vice President for Instruction and academic deans oversee the curriculum change process, changes are approved by shared governance method with the institution's curriculum committee and College Senate, and the Academic Services Department coordinates process.

**Compliance Recommendations:** None.

#### 4. Curriculum

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

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

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

**Compliance Recommendation:** None.

#### 5. Dual Credit

As part of Spoon River College's 2020 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11) A-F: 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 2018 and 50 from fiscal year 2019. 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 2018 and 2019, including their credentials.

##### **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 Spoon River College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

##### **Instructors.**

During fiscal years 2018 through 2019, it was reported that 71 instructors taught transfer

(1.1) dual credit courses. Of these instructors, six did not have the appropriate credentials to teach transfer courses. It was noted that one of these instructors had an approved professional development plan as authorized under the Dual Credit Quality Act. It was reported that seven instructors taught career and technical education (1.2) dual credit courses. Of these instructors, all held the appropriate credentials.

**Students.**

After a review of the college self-study report and the additional audit materials requested by the ICCB, all students met the pre-requisite requirements for the dual credit course.

**Course Offerings and Requirements.**

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

**Compliance Recommendation 1:** In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Spoon River College must 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 graduate hours in the discipline being taught. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction. It was noted that only one instructor was following a professional development plan as authorized by the Dual Credit Quality Act.

*College Response:*

*In response to this compliance recommendation, the instructor qualifications and status for the nine instructors identified were reviewed. The following table includes the results of this review:*

<b>Course Title (spelled out) and Course Number Taught</b>	<b>Degree Discipline Area (e.g. Masters in English)</b>	<b>Graduate Hours in the Discipline being taught</b>	<b>ICCB NOTES</b>	<b>SRC NOTES</b>
BIO 105 Principles of Biology	Bachelors in Biology	Biology-31 (Professional Development Plan in progress)	Dual Credit Quality Act not effect during years of review. PD Plan likely acceptable now.	Faculty member currently has a professional development plan with Spoon River College which is allowed under the Dual Credit Quality Act (effective 1-1-19).
MAT 132 Statistics	Masters in Physics	Math-8		Spoon River College will pursue a professional development plan with Faculty member as allowed in the Dual Credit Quality Act (effective 1/1/19).
MUS 102 Introduction to American Music, MUS 111 Music Appreciation	Masters in Teaching	Music- 12		Faculty Member completed 6 additional credit hours in Music in Spring 2020 and Summer 2020.
ED 122 Creative Activities for Children, ED 215 Intro to Early Childhood Education, ED 201 Introduction to Education	Masters in Instructional Tech and Telecom and Master in Art	Education-19	18 credit hours in ECE not documented. Education courses do not typically suffice for ED122 and 215.	ED122 is classified as 1.2 - Occupational/Technical Instruction course per the ICCB Master Course List.  ED215 – Faculty Member is no longer with Spoon River College.
ENG 101 Composition I	Bachelors in Education	English-47		Faculty member is no longer with Spoon River College
ENG 102 Composition II	Bachelors in English	English-24, no degree		Faculty Member is no longer with Spoon River College.

## 6. Assessment Plans

The institution has in place a systematic process to evaluate student performance and ensure quality of academic programs. The institution's plan focuses on assessing the six General Education Competencies and student success and learning at the course-level. The assessment coordinator coordinates the institution's assessment response and regularly presents findings to the Board of Trustee, academic leadership, and the Assessment Committee members. Additionally, the institution reviewed its placement policies in response to the transition from Accuplacer Classic to Accuplacer NextGen.

**Compliance Recommendations:** None.

## 7. Student Evaluation

Spoon River College has a well-defined system for evaluating and recording student performance in courses and programs. The college has Board policies governing its grading system, final examinations, incomplete grades, and change of grades.

**Compliance Recommendation:** None.

## 8. Faculty Qualifications/Policies.

Spoon River College reports that instructors teaching a transfer-level course are required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2018 – 2019, which were requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The institution's Learning Resource Center provides professional development opportunities for faculty in the areas of course design, technology integration, accessibility, assessment, and course evaluation. The Disability Support Services serves students who self-disclose their need for accessibility support and resources, and liaises with faculty to ensure students receive appropriate accommodations.

**Compliance Recommendation:** In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Spoon River College must ensure all faculty have the proper

credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. With regards to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

*College Response:*

*In response to this compliance recommendation, the instructor qualifications and status for the two instructors identified were reviewed. The following table includes the results of this review:*

<b>Course Title (spelled out) and Course Number Taught</b>	<b>Degree Discipline Area (e.g. Masters in English)</b>	<b>Graduate Hours in the Discipline being taught</b>	<b>SRC Notes</b>
MUS 102 Introduction to American Music, MUS 111 Music Appreciation	Masters in Teaching	Music- 12	Faculty Member completed 6 additional credit hours in Music in Spring 2020 and Summer 2020.
ENG 102 Composition II	Bachelors in English	English-24, no degree	Faculty Member is no longer with Spoon River College.

**Advisory Recommendation:** As part of the Program Review cycle, all courses should be reviewed within the five-year cycle. When courses are no longer relevant to programs or are no longer taught on campus, they should be inactivated or withdrawn from the master course file. Courses identified for faculty qualification review indicate a need for program and curriculum review to determine if AG 102, BIO 102, BUS 232, and SPA 102 should be considered for withdrawal.



*College Response: College will review status of stated courses and take appropriate action.*

## **9. Cooperative Agreements and Contracts**

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment and the college catalog on the college's website. Spoon River College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The CAREER Agreement is noted within the self-assessment and the college catalog. During their self-evaluation, the college determined that it is unable to locate two cooperative agreements that are listed in the course catalog: a Radiologic Technology agreement with Carl Sandburg College and a Respiratory Therapy Assistant agreement with Southeastern Illinois College. The college noted that it will recover the two agreements and submit them to ICCB for retroactive approval. The college's responses within the self-assessment for standard nine were thorough and provided sufficient detail.

**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: college catalog and/or applicable policy handbook, student handbook, and the college's self-assessment. Spoon River College's Academic Calendar includes at least 16 weeks, with at least 75 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 1501.303 e)6.

**Compliance Recommendation:** None.

## **11. Program Review/Results**

After reviewing Spoon River 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. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. The college has shown intentionality in improving consistency and quality of the Program Review process. Spoon River College should continue to review and utilize the recommendations and feedback given by the ICCB. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

**Recommendation:** None.

## 2. STUDENT SERVICES/ACADEMIC SUPPORT

### **Part A: Advising and Counseling**

Spoon River College's advising and counseling program is extensive 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. Students are required to meet with an academic advisor before registering for the first time at Spoon River College. Students are then highly encouraged to meet with an advisor before registering for courses each semester. Students who are on academic probation are required to meet with an academic advisor before semester registration. The college's hours of operation are regular business hours with extended hours during peak times of the year.

**Compliance Recommendation:** None.

**Advisory Quality Recommendation:** Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (evenings, weekends). The ICCB recommends the college evaluate their current practices to ensure services are being provided in the most efficient and effective manner for all students.

*College Response: Evaluation will be conducted.*

### **Part B: Financial Aid**

Spoon River College provided a holistic review of its Financial Aid Department. The Financial Aid Office utilizes several communication tools when guiding students through the necessary steps to apply for financial assistance. Students receive phone calls, text messages, emails, and letters to assist them in the financial aid process and inform them of upcoming deadlines. Staff offer FAFSA completions and informational meetings by partnering with each high school within the district and at public events on campus. Students may also log into a secure online portal to view and submit documents needed for financial aid processing. The college did not include loan default rate, standard academic progress data, or policy information to review.

**Compliance Recommendation:** None.

**Advisory Quality Recommendation:** Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (evenings, weekends). The ICCB recommends the college evaluate their current practices to ensure services are being provided in the most efficient and effective manner for all students.

*College Response: Evaluation will be conducted.*

### **Part C: Placement**

The Career Services Center provides wrap-around career advising, which includes career exploration support. These services include, but are not limited to, résumé writing,

interview skill development, and student work-study. All academic advisors work with undecided students to guide them in career exploration, decision making, and educational planning. Students who are undecided in their major or career goals are referred to meet with their academic advisor. One-on-one career counseling and career assessments are utilized to ensure preparation for each student. The office offers walk in or scheduled appointment times, with evening appointments available by request. Job placement opportunities are offered in an internet-based job listing, allowing the site to be accessed seven days a week and 24 hours a day. The college utilizes Virtual Job Shadow, an interactive tool that empowers individuals to discover, plan, and pursue a career path, ensuring that a student's academic pursuits align with their career goals.

**Compliance Recommendation:** None.

#### **Part D: Support Services**

Spoon River College provides various support services to students, including disability services, counseling services, TRIO programs, and veteran services. The college offers academic support services, including peer tutoring, the student help desk, and personal counseling is available to those students who are presently enrolled at the college to assist with managing personal and emotional barriers that may be interfering with academic success.

The Accessibility Services Office provides a variety of accessibility services including but not limited to interpreters, note-takers, and specialized software/hardware. All services are available during regular business hours as well as personalized appointments based on student needs.

**Compliance Recommendation:** None.

### **3. FINANCE/FACILITIES**

#### **1. Credit Hour Claim Verification**

ICCB staff conducted a day and a half visit at the college in the middle of October 2019. 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.

Approximately 150 course sections from the summer 2018, fall 2018, and spring 2019 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking 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 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. All instructors for SU courses were funded with more than 50 percent unrestricted funds.

**Compliance Recommendation:** None.

### **Student Residency**

Based on the review of residency records, the district 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 Compliance**

### **Part A: Annual External Audit.**

The annual external audits for fiscal years 2014 through 2018 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

**Compliance Recommendation:** None.

## **3. Financial Planning**

Spoon River College conducted a survey of peer colleges to determine the level of reserves the colleges held in regard to the annual expenses of the colleges. For those colleges that responded, the average reserve in the Education Fund was 36 percent of the annual expenses while the average reserve in the Operations and Maintenance Fund was 52 percent. At this time, Spoon River College's Education Fund reserves stand at 73 percent of annual expenses while Operations and Maintenance reserves are 14 percent.

The college also conducted a survey of peer colleges to determine what percentage of the bonding authority the colleges were utilizing. For those colleges that responded, the average utilization of the bonding authority was 25 percent. The utilization ranged from zero percent of the debt limit to over 49 percent. At this time, Spoon River College is utilizing roughly 71 percent of its debt limit. This has risen in recent years due to the fact

that the college has been issuing debt to renovate facilities since state funding was not available. Every year the college pays enough principle to lower the utilization by 6 percent, and has no foreseeable plans to issue new debt in the next three to four years.

Recently, the college has revised its Strategic Planning process to integrate its budgeting process with it. Through the Strategic Planning process, they identify the priorities for the following year and then fund those projects with the subsequent budget. With recent tight budgets, some items may need to be funded over multiple years. The College has completed its latest Facilities Master Plan, and since this plan did not change much from the last plan, the content of this new plan was already integrated into their Strategic Plan.

Every March, budget spreadsheets and instructions are distributed to all budget managers and department heads. Budget managers have the ability to move funds between accounts within their budgets. For the past 15 years, the college has been holding the budgets flat, besides salaries. If a department desires additional funds, they request those funds on the appropriate form and submit the request with proper justification. All requests are reviewed in an annual budget meeting held by the president's cabinet. Once the budget is approved, all budget managers are responsible for spending the funds within their budget and are held accountable for not overspending.

The Spoon River College Board of Trustees receives monthly financial reports detailing the current financial condition of the institution.

**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.

**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. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for the 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 the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

**Compliance Recommendation:** None.

##### **Part C: Facilities Data Submissions.**

##### **Resource Allocation Management Plan (RAMP)**

The submissions due in fiscal years 2014 through 2018 (on hold for fiscal year 2019) were

reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

**Compliance Recommendation:** None.

#### 4. INSTITUTIONAL RESEARCH/REPORTING

**General Reporting Requirements:** The latest five years of Illinois Community College Board (ICCB) data submissions by Spoon River College were reviewed—generally this includes fiscal years 2016-2020 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and 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.

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

**Part A. Student Data Reporting.** The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Spoon River College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2018 submission was finalized two months late, and the fiscal year 2017 submission was finalized one day past the reporting deadline. The submissions took between two and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe

of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent ranged between two percent and 34 percent across the five years reviewed. The proportion of records with unknown Current Intent was less than three percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned was less than five percent across the five years reviewed. The proportion of records with unknown High School Rank was nearly 60 percent in the year 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 (ID) 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. Spoon River College met the reporting deadline in four of the five years reviewed; the fiscal year 2018 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was zero or nearly zero 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. Spoon River College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Spoon River 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 ten, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) 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 four of the past five years; the fiscal year 2016 submission was finalized five months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in five of the five years reviewed. Spoon River College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

**Noncredit Course Enrollment (N1)** data collection began in fiscal year 2000. Spoon

River College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2018 submission was finalized one day past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age and Race/Ethnicity was excellent in the five years reviewed with zero percent of records having unknown age and less than one percent of records having unknown race/ethnicity each year. The Highest Degree Previously Earned variable was unknown for nearly 80 percent of the records in the one year 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 five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years. 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 two of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in two of the two years reviewed. The response rate met the ICCB minimum standard in one of the two submissions reviewed: 2015 (57.89 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 two to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in the one year reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 was 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 each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Spoon River College met the submission deadline in four of the past five years reviewed; the fiscal year 2015 submission was finalized eight days late. The number of submissions needed to finalize the data ranged from one to five. 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. Spoon River College met the reporting deadline in each of the five years reviewed for all four surveys. 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 being 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 Spoon River College.

*College Response: College will continue to strive to be on time, accurate and complete with data submissions.*

**Spoon River College - Recognition Policy Studies Report Due Dates**  
(Attachment A)

**Noncredit Course Enrollment Data (N1)**

<b>Fiscal Year Collected</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – <b>(07/15)*</b>	07/09/19	07/09/18	07/18/17	06/22/16	07/02/15
# Submissions to Final	1	1	4	2	2
Timeliness	on time	on time	1 day late	on time	on time
Duplicated Head Count	1025	1134	978	1180	1766
Unduplicated Head Count	795	917	764	798	964
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.17 percent	1.41 percent	1.12 percent	1.53 percent	0.68 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 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	0.00 percent	0.35 percent	0.00 percent	0.08 percent	0.06 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	N/C**	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	N/C**	75.76 percent

\*Due 07/16 in FY 19; 07/17 in FY 18

\*\*Highest Degree Previously Earned became optional in FY 17

**Annual Enrollment & Completion Data (A1)**

<b>Fiscal Year Collected</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – <b>(08/01)*</b>	07/23/19	08/01/18	10/03/17	09/02/16	07/24/15
# Submissions to Final	2	4	6	6	3

Timeliness	on time	on time	63 days late	1 day late	on time
Head Count (total incl. 0 hrs enroll.)	2194	2333	2530	2562	2886
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.04 percent	0.00 percent	0.07 percent	0.06 percent
% 0 Cumulative GPA in Final Sub.	16.09 percent	19.55 percent	20.16 percent	22.95 percent	23.35 percent
% 0 Cumulative Hours in Final Sub.	10.71 percent	10.72 percent	9.41 percent	8.51 percent	8.56 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	3.10 percent	1.67 percent	2.09 percent	16.51 percent	34.23 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	2.51 percent	0.94 percent	1.07 percent	2.54 percent	1.46 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	3.01 percent	2.66 percent	4.51 percent	3.55 percent	4.89 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	57.69 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	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/21/19	08/27/18	10/02/17	09/14/16	07/27/15
# Submissions to Final	1	2	3	4	1

Timeliness	on time	on time	31 days late	on time	on time
Record Count (duplicate completions)	514	492	566	436	416
Total Number of Completions from A1	468	467	526	426	416
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.00 percent	1.02 percent	0.18 percent	0.00 percent	0.00 percent

\* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

#### Annual Student ID Submission (ID)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)*	08/21/19	08/22/18	08/16/17	09/02/16	07/27/15
# Submissions to Final	1	1	1	2	2
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	2194	2333	2530	2562	2886
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	2
# Critical Errors in Final Submission	0	0	0	0	0

\* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

#### Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)	N/C*	N/C*	N/C*	N/C*	08/17/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	78
# Error Codes in Final Submission	N/C*	N/C*	N/C*	N/C*	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	N/C*	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	N/C*	0.00 percent

\*The SD submission was eliminated in FY 17

#### Annual Course Data (AC)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/22/19	08/27/18	08/16/17	08/30/16	09/01/15
# Submissions to Final	1	2	2	5	10
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.00 percent	0.02 percent	0.02 percent
% Dual Credit in Final	8.70 percent	8.21 percent	6.55 percent	7.01 percent	3.59 percent
% Remedial (PCS 14) in Final	4.12 percent	4.55 percent	5.02 percent	4.75 percent	5.61 percent

\* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

#### Fall Term Enrollment Data (E1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/23/19	09/07/18	09/11/17	09/20/16	03/03/16
# Submissions to Final	2	1	1	2	5
Timeliness	on time	on time	on time	on time	154 days late
Head Count in Final Submission	1386	1436	1489	1560	1665
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	1	1	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.07 percent	0.06 percent	0.00 percent	0.00 percent	0.00 percent
Current Intent Coverage in Final Sub % coded as unknown	1.59 percent	1.04 percent	0.60 percent	0.90 percent	1.56 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	97.04 percent	97.01 percent	97.38 percent	96.99 percent	97.78 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	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/23/19	09/07/18	09/19/17	09/28/16	09/28/15
Timeliness	on time	on time	on time	on time	on time
Head Count	1386	1436	1489	1560	1665
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	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/14/19	10/15/18	10/16/17	10/11/16	10/12/15
# Submissions to Final	3	3	3	2	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	3	2	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.88 percent	6.74 percent	5.64 percent	10.05 percent	16.80 percent
% Unknown Employment Class (8)	2.94 percent	2.25 percent	2.05 percent	2.01 percent	1.68 percent

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

**Faculty Staff & Salary Data (C2)**

<b>Fiscal Year Collected</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	10/06/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness	N/C*	N/C*	N/C*	N/C*	on time

\* The C2 submission was eliminated in FY 17

**Faculty Staff & Salary Supplementary Information**

<b>Fiscal Year Collected</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	09/17/19	10/11/18	10/04/17	10/27/16	10/06/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

\*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**

<b>Fiscal Year Collected</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	10/21/19	10/16/18	10/18/17	09/26/16	10/19/15
Timeliness	on time	on time	on time	on time	on time

\*Due 11/02 in FY 16

**Spring Semester Enrollment Survey\***

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	01/29/19	02/01/18	02/13/17	02/03/16	02/03/15
Timeliness	on time	on time	on time	on time	on time

\*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

\*\*Due 02/09 in FY 18; 02/17 in FY 15

**African American Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15

Timeliness	on time	on time	on time	on time	on time
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\*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

**Asian American Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15
Timeliness	on time	on time	on time	on time	on time

\*Due 02/08 in FY 19; 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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15
Timeliness	on time	on time	on time	on time	on time

\*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

**Hispanic Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15
Timeliness	on time	on time	on time	on time	on time

\*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

**Underrepresented Groups Report**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/15/19	02/13/18	02/06/17	03/04/16	01/15/15
Timeliness	on time	on time	on time	on time	on time

\*Due 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15

**Occupational Follow-up Study Data (FS)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	04/26/16	05/27/15
# Submissions to Final	N/C*	N/C*	N/C*	1	3
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	54.55 percent	57.89 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/17/19	06/12/18	06/08/17	06/07/16	06/23/15
# Submissions to Final	2	2	1	4	5
Timeliness	on time	on time	on time	on time	8 days late
# 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.	5.28 percent	7.72 percent	8.53 percent	7.39 percent	8.43 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	0.48 percent	0.00 percent	0.00 percent	1.74 percent	0.00 percent

\*Due 06/17 in FY 19