



RECOGNITION REPORT

COLLEGE OF LAKE COUNTY

January 2021

Illinois Community College Board

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FOR
COLLEGE OF LAKE COUNTY
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INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of College of Lake County, District 532. 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 College of Lake County. 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 College of Lake County'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). Several discrepancies between the college catalog and the curriculum master file were identified.

The following programs did not appear in the college catalog and were not offered in the last year. The college indicated they plan to revise these curricula and begin offering next catalog year. The college indicated after those revisions are approved and there is a plan to offer the programs in place, they will publish in the next catalog accordingly:

- Industrial Refrigeration A.A.S. degree
- Industrial Refrigeration Certificate
- Light Commercial HVAC A.A.S. degree
- Stationary Engineer A.A.S. degree
- Stationary Engineer Certificate
- Plumbing and Pipefitting Certificate

Compliance Recommendation: The college should submit revised curriculum through both internal and ICCB processes as required, publishing updates in the next college catalog accordingly.

College Response:

After further consideration and consultation with faculty and advisory committees, the College of Lake County (CLC) will inactivate the following programs according to internal and ICCB processes:

- *Industrial Refrigeration A.A.S. degree*
- *Industrial Refrigeration Certificate*
- *Light Commercial HVAC A.A.S. degree*
- *Stationary Engineer A.A.S. degree*
- *Stationary Engineer Certificate*
- *Plumbing and Pipefitting Certificate*

The college acknowledges that these certificates and degrees may still be valuable for our community; however, it is important to complete a full-scale analysis of labor market demand, essential skills, and the latest technology in order to determine the best curriculum and programmatic approach to meeting demand in these areas.

The following programs did not appear in the college catalog and were not offered in the last year. The college indicated plans to inactivate these curricula within the coming academic year:

- Office Application Specialist A.A.S. degree
- Office Application Specialist Certificate
- Network Administration & Security A.A.S. degree
- .NET Programming A.A.S. degree
- .NET Programming Certificate
- Sustainable Design and Construction Certificate
- Alternative Energy Technologies Certificate
- Residential HVAC Certificate
- Energy Audit A.A.S. degree
- Energy Audit Certificate
- HET Supervisor A.A.S. degree
- HET Supervisor Certificate
- HVAC Office Assistant Certificate
- Residential Weatherizing Certificate
- HET Core Certificate
- Horticulture Production A.A.S. degree
- Natural Areas Management A.A.S. degree
- Sustainable Agriculture A.A.S.
- Library Technical Assistant A.A.S. degree
- Mechanical Design Technology Certificate

Compliance Recommendation: The college should proceed with inactivation of the curricula through both internal and ICCB processes as required.

College Response:

The College of Lake County (CLC) will proceed quickly with the inactivation of the following curricula according to internal and ICCB processes as required:

- *Office Application Specialist A.A.S. degree*
- *Office Application Specialist Certificate*
- *Network Administration & Security A.A.S. degree*
- *.NET Programming A.A.S. degree*
- *.NET Programming Certificate*
- *Sustainable Design and Construction Certificate*
- *Alternative Energy Technologies Certificate*
- *Residential HVAC Certificate*
- *Energy Audit A.A.S. degree*
- *Energy Audit Certificate*

- *HET Supervisor A.A.S. degree*
- *HET Supervisor Certificate*
- *HVAC Office Assistant Certificate*
- *Residential Weatherizing Certificate*
- *HET Core Certificate*
- *Horticulture Production A.A.S. degree*
- *Natural Areas Management A.A.S. degree*
- *Sustainable Agriculture A.A.S.*
- *Library Technical Assistant A.A.S. degree*
- *Mechanical Design Technology Certificate*

The college has reviewed internal processes and updated them to include critical checkpoints for completion of all necessary steps for the inactivation of curricula including communication to all stakeholders including students, faculty, administrators, and ICCB.

2. Articulation

College of Lake County offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art, and Musical Performance, and the Associate in Engineering Science (A.E.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 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 units of instruction and has procedures for curriculum development and review, program review, and instructor hiring and evaluation. The Educational Affairs division provides direct and continuous control over the curriculum approval process. The College Curriculum Committee, composed of a diverse group of faculty, student development staff, records and registrar staff, and educational affairs staff, vets new curriculum proposals and modifications, and guides it through the approval process. Admissions, placement, and graduation requirements are documented in the catalog.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between the College of Lake County'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 College of Lake County's 2020 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 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 College of Lake County. 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 38 instructors taught transfer (1.1) dual credit courses. Of these instructors, one did not hold the appropriate credential to teach the transfer course. It was reported that 38 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 16 instructors held the appropriate credentials but did not meet the number of hours of relevant work experience (i.e., 2,000) to teach career and technical education courses.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, 21 students did not meet the pre-requisite requirements for the course. It was noted that it was a common practice of departments and deans to review prerequisites and then waive prerequisites for dual credit students.

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), College of Lake County 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. Specifically, 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. 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. 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.

Compliance Recommendation 2: In order to comply with ICCB Administrative Rule 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response to Compliance Recommendation 1:

The College of Lake County's (CLC) current practice is to review and document work experience hours for new CTE instructors outside the main employee database (PeopleAdmin). In addition, there has not been a systematic and consistent listing of the minimum work experience hours in all CTE instructor job descriptions against which to audit the information. Therefore, the college failed to pull manually the needed data for submission with the original self-study documents. Per identification by ICCB of the college not reporting work experience hours for 16 dual credit CTE (1.2 PCS) instructors, a follow up review was conducted which individually reviewed personnel records for this specific information. CLC subsequently provided results of the review to ICCB, which

demonstrate all 16 of the instructors in question are in compliance. Moving forward, the Human Resources and Educational Affairs teams will establish an automated solution to store and retrieve this information. CLC's goal is to have this solution in place by summer 2021.

The one transfer (1.1 PCS) instructor who did not have a minimum of a master's degree with 18 graduate hours in the discipline is from a department where the minimum qualifications for faculty are aligned to those of a CTE discipline based on the career pathways focus of the courses/degrees. However, because of transfer institution policies, certain courses are coded as 1.1 PCS to ensure students have a smooth transition to a bachelor's degree if they continue on that pathway. The opportunity before the college is to closely examine the implications of transitioning the courses to 1.2 and the impact on the students, and then reconcile the minimum teaching qualifications for the department accordingly. The college will conduct this review in 2021 and if any course updates are needed, they will be processed through the Curriculum Committee and ICCB by January 2022. If no course updates are needed, the existing instructor will be offered a professional development plan option to reach the master's degree with 18 graduate hour requirement to continue teaching and all new hires will meet this standard.

College Response to Compliance Recommendation 2:

The College of Lake County (CLC) utilizes an existing placement procedure to waive prerequisites for certain dual credit students using the same practice that allows non-dual credit students to have a prerequisite waived.

CLC allows students who do not meet the prerequisites for a course to have a review of their situation and request permission to enroll in the course through the appropriate academic division and Educational Affairs. This is true for all classes at CLC. In recognition of opportunity gaps for historically marginalized students throughout the county and the ways dual credit can help close those gaps, CLC, with support from its partner high schools, leverages this practice for dual credit students. This examination of prerequisites aligns to the work outlined in CLC's FY2021-2025 Equity in Student Access & Success Plan, which states that, "CLC is committed to ensure that all policies, procedures, and processes are free of barriers and provide a seamless experience to all who come to CLC." As part of this work, Educational Affairs will be leading curriculum mapping efforts over the four years of the plan to ensure prerequisites are set appropriately for all classes at CLC. The college will also continue to monitor the practice of waiving prerequisites to determine its impact on student success for both dual credit students and non-dual credit students. This data will help inform the work of the curriculum mapping teams and ensure all students have access to opportunities and are provided the necessary supports to succeed.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The institution utilizes a variety of methodologies to assess student learning including: monitoring of passage rates in course, licensure, and

certification exams, tracking of progression through sequence courses, monitoring program completion, placement, and transfer rates, and more. The Assessment of Student Learning Committee (ASLC) coordinates the development, revision, and adoption of learning outcomes, and the Academic Department Review Committee coordinates the department review process, conducts analysis of the prerequisites for placement, and maintains assessment plans.

Compliance Recommendation: None.

7. Student Evaluation

College of Lake County 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.

College of Lake County 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. 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 Instructional Development Center provides professional development opportunities for faculty in the areas of accessibility, assessment, student support, personal development, sustainability, technology and a host of other topics. The Center for Disability 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), College of Lake County 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 regard 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:

The College of Lake County (CLC) understands the importance of rigorous qualification standards for faculty. We adhere to these standards when screening and hiring faculty candidates, engaging deans and other faculty experts in carefully reviewing degrees and transcripts to ensure compliance. After receiving ICCB's recommendation, Educational Affairs staff carefully analyzed submitted materials and found that we inadvertently omitted transcripts for two instructors that verify their credentials to meet the minimum qualifications for instructors teaching 1.1 courses. We subsequently provided these transcripts to ICCB.

One instructor highlighted in the ICCB finding is working to complete a previously developed plan to meet the minimum qualifications as specified. The college, in coordination with the adjunct faculty union, created these development plans as a means for adjunct faculty to acquire necessary credentials. Educational Affairs will confirm that all faculty working on such development plans continue to make the designated progress according to the timeline specified in the resolution.

This finding has drawn us to evaluate our minimum qualifications more holistically to ensure compliance to the standard. The college will conduct a review of all minimum qualifications as related to 1.1 courses by the end of January 2021. Educational Affairs will make updates to the qualifications, discuss changes with any impacted faculty, and as needed, establish and implement professional development plans by the end of May 2021.

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. College of Lake County 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. The college does not participate in any additional cooperative agreements.

Compliance Recommendation: None.

Advisory Recommendation: Pursuant to article 20 of the CAREER Agreement, of which College of Lake County is a part, colleges sending students to receiving colleges will not pay chargebacks. Page 35 of College of Lake County's 2019 - 2020 course catalog states that,

“Tuition Chargebacks: Chargebacks and joint agreements are available only for programs resulting in an Associate in Applied Science degree or certificate and not for individual courses. A joint agreement is valid for one academic year and will need to be renewed upon the start of each academic year. Students who wish to renew or apply for a joint agreement or a chargeback may do so by contacting the Welcome and One Stop Center at (847) 543-2061.”

The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should discontinue this practice and remove this language from their course catalog and any other place it may be.

College Response:

The College of Lake County (CLC) regrets this oversight as it discontinued the practice of chargebacks but neglected to update this information in the college catalog. The college will update the information in time for publication of the mid-year addendum, which it expects to release in December 2020.

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. College of Lake County's Academic Calendar includes at least two 16-week semesters, 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 College of Lake County's program review process and submissions, staff concluded 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 includes student and academic support services and administrative functions in their review cycle. Through the

review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. College of Lake County 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/Counseling

College of Lake County'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. Academic advisors, counselors, and faculty provide academic advising to students according to student needs, completed credit hours, and the advising professional's expertise. Advisors work with students upon entry and through their first few semesters to help navigate their transition into the college. Advising and counseling facilities are easily accessible to students and services are available at hours and days that are convenient for students. Academic advising and career counseling are available at the Grayslake campus on a walk-in and appointment basis Monday through Thursday from 7:30 a.m. to 7:30 p.m. and Fridays from 7:30 a.m. to 4:30 p.m.

Compliance Recommendation: None.

Part B: Financial Aid

College of Lake County provided a holistic review of its Financial Aid Department. In most cases, the team gathers and reviews this information on at least an annual basis to ensure continued compliance with state and federal regulations. The Financial Aid Office utilizes several communication tools when guiding students through the necessary steps to apply for financial assistance. The Financial Aid office assists students in determining eligibility, applying for, and obtaining relevant aid through grants, loans, work-study, and scholarships offered by a variety of federal, state, and institutional programs. Additionally, the Financial Aid office helps students understand procedures and guidelines related to the appropriate use of their aid and the academic standards required to maintain financial aid eligibility. 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. The college plans to follow through on assessing and modifying the college website to ensure ADA compliance and meet quality standards for the accessibility of student services to persons with disabilities.

Compliance Recommendation: None.

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. Placement services are available through the Career and Job Placement Center (CJPC), which connects students with employment opportunities through student employment (work-study), cooperative education (internships), job fairs, and on-campus employment recruiting. The center is intentional and intrusive with internship and job placements by working with students, alumni, and faculty to build a talent pipeline for employers in Lake County and the surrounding areas.

Compliance Recommendation: None.

Part D: Support Services

CLC provides various support services to students including disability services, counseling services, TRIO programs, and veteran services, LGBTQ+ Resource Center, and a Multicultural Student Center.

The college offers academic support services including peer tutoring and 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. The college has a Women's Center that is open to all students though it provides services that are specific to women's and gender issues and targets low-income and returning adult female students. The Center offers emergency financial assistance, workshops, education and awareness programs and events, and coordinates the college's SHARE Market food pantry.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a desk review in summer of 2020. 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 2015 through 2019 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

3. Financial Planning

The college is in compliance with ICCB Rule 1501.502 regarding financial planning. College of Lake County begins the planning process by developing guiding principles and budget priorities before establishing the annual budget. All college departments are included in the process. The process begins with the establishment of goals and objectives as part of the 10-year financial plan for current and future operations. Four years ago, the college implemented a policy to increase the fund balance to a minimum of 30 percent of

the total budget in five years. The college has been able to achieve that goal in three years. The college prepares Uniform Financial Statements each month for the College of Lake County Board of Trustees. Annual interest from the working cash fund is done by a separate board resolution once a year after all working cash interest has been received or accrued. Working cash fund principle is not used as current revenue.

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 College of Lake County 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.

College of Lake County officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, College of Lake County officials have met ICCB deadlines for many submissions. Overall, College of Lake County'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 two of the five years reviewed; the fiscal year 2020, fiscal year 2019, and fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. College of Lake County's A1 submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2020 submission was finalized six weeks late, the fiscal year 2019 submission was four weeks late, and the fiscal year 2018 submission was finalized three weeks past the reporting deadline. The submissions took between two and eight 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 decreased from nearly 20 percent in fiscal year 2016 to nine percent in fiscal year 2020. Entry Intent and Current Intent are the same for each record in the five most recent submissions reviewed, which suggests that Current Intent is not being updated. The proportion of records with unknown Highest Degree Previously Earned was about 10 percent across the five years reviewed. High School Rank was unknown in nearly all records 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 four of five fiscal years reviewed; the fiscal year 2019 submission was finalized one day late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. College of Lake County met the reporting deadline in four of the five years reviewed; the fiscal year 2018

submission was finalized nearly two weeks 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 less than eight percent 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. College of Lake County met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was two, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. College of Lake County met the reporting deadline in two of the five years reviewed; the fiscal year 2020 submission was finalized 10 days late, the fiscal year 2019 submission was six days late, and the fiscal year 2017 submission was finalized more than one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and there were critical errors in final submissions in each of the five years reviewed; the fiscal year 2020 submission contained three critical errors, and the other four submissions across the five years studied contained two critical errors. This data was verified by college officials as valid and accurate; however, accurate alignment with the A1 and SUSR is an area for improvement. 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 two of the past five years; the fiscal year 2019 submission was finalized 10 days late, the fiscal year 2018 submission was three weeks late, and the fiscal year 2017 submission was finalized 11 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to seven, and there were no critical errors in the final submissions in three of the five years reviewed; the fiscal year 2020 and the fiscal year 2019 submissions each contained one critical error. This data was verified by college officials as valid and accurate. College of Lake County met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2020 submission was finalized two days late, and the fiscal year 2019 submission was finalized four days past the reporting deadline. 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. College of Lake County data submissions met the reporting deadline in two of the last five fiscal years; the fiscal year 2020 submission was finalized one week late, the fiscal year 2019 submission was nine days late, and the fiscal year 2018 submission was finalized one and a half months past the reporting deadline. There was one critical error in final submissions

in each of the five years reviewed. This data was verified by college officials as valid and accurate. The Age variable was unknown for about 80 percent of records, and the Race/Ethnicity variable was unknown for about 85 percent of records in the five years reviewed. Coverage of Age and Race/Ethnicity is an area for further improvement. The Highest Degree Previously Earned variable was unknown for about 90 percent of the records in the one year reviewed. The variable was made optional in fiscal year 2017. Accuracy of the N1 is also an area for further improvement. Across the five years reviewed, more than 85 percent of records were in error, increasing to nearly all records in the most recent submission.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the submissions were finalized between three days and five weeks past the reporting deadline. **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 one 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: 2016 (56.38 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between one day and thirteen days past the reporting deadline. The number of submissions required to finalize these data ranged from two to four. Providing the PCS/CIP of Primary Teaching Area is an area for further improvement. The **Faculty, Staff, and Salary (C2)** electronic data submission did not meet 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. College of Lake County met the submission deadline in two of the past five years reviewed; the fiscal year 2019 submission was finalized two days late, the fiscal year 2017 submission

was four days late, and the fiscal year 2015 submission was finalized eight days past the reporting deadline. The number of submissions needed to finalize the data ranged from two 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 began in fiscal year 2013. College of Lake County 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 four of the past five fiscal years; the fiscal year 2019 submission was finalized three days late. 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 Recommendation: Many 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 College of Lake County. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Course Data (AC)**, the **Fall Enrollment (E1)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, the **Annual Faculty, Faculty, Staff, & Salary Data (C1)**, and the **Annual Faculty, Staff & Salary Data (C3)**. Focused efforts are also recommended to improve the accuracy of the **AC** and **N1** submissions.

College Response:

The College of Lake County (CLC) recognizes the importance of timely, accurate, and complete ICCB data submissions. As such, the Office of Institutional Effectiveness, Planning and Research (IEPR) previously committed to reviewing and modifying internal processes for the preparation of all ICCB data submissions as one of its department goals for fiscal year 2021. The department will work with key contacts across the college to identify and remove bottlenecks and delays that may result in late submissions. Additionally, IEPR is in the process of adjusting its timelines to initiate the preparation of state reports earlier, which will provide more time for report preparation, checking for accuracy of data, and any necessary resubmissions before posted due dates.

As noted in our self-study, IEPR will continue its practice of working with the ICCB to maintain high quality reporting by addressing any noted discrepancies or errors in submitted reports. While efforts to ensure data quality may result in the repeated submission of reports or final submission after the due date, it is imperative that the college

provides reliable and trustworthy data. IEPR does its best to identify and correct errors prior to submission; however, there are often situations that occur in which errors cannot be detected prior to submission to ICCB. In these cases, IEPR is committed to collaborating with ICCB staff to address errors as quickly as possible.

College of Lake County - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (07/15)*	07/22/19	07/25/18	08/31/17	07/14/16	07/14/15
# Submissions to Final	3	2	2	1	1
Timeliness	7 days late	9 days late	45 days late	on time	on time
Duplicated Head Count	18747	19894	20959	23169	23069
Unduplicated Head Count	17299	18446	19255	21699	21400
# Error Codes in Final Submission	8	7	6	3	3
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	96.06 percent	82.54 percent	82.75 percent	83.32 percent	81.42 percent
% Unknown Age in Final Submission no value or .	79.64 percent	82.26 percent	79.57 percent	82.54 percent	80.59 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.01 percent	0.00 percent	0.00 percent	0.01 percent
% Unknown Ethnicity in Final no value or .	76.77 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	7.64 percent	85.65 percent	83.73 percent	85.76 percent	83.70 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**	93.28 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)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (08/01)*	09/10/19	08/28/18	08/24/17	09/01/16	08/03/15
# Submissions to Final	8	5	4	5	2

Timeliness	40 days late	27 days late	23 days late	on time	on time
Head Count (total incl. 0 hrs enroll.)	22993	24031	24582	25262	26259
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	6	6	5	6
# Critical Errors in Final Submission	1	1	1	0	0
% Records with Errors in Final Sub.	1.24 percent	2.20 percent	1.59 percent	2.35 percent	2.93 percent
% 0 Cumulative GPA in Final Sub.	19.04 percent	19.13 percent	19.31 percent	20.43 percent	19.67 percent
% 0 Cumulative Hours in Final Sub.	16.81 percent	17.08 percent	16.86 percent	18.28 percent	17.67 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	8.92 percent	10.18 percent	12.73 percent	18.88 percent	19.03 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	8.92 percent	10.18 percent	12.73 percent	18.88 percent	19.03 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	12.36 percent	11.92 percent	10.92 percent	8.23 percent	8.37 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	98.85 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)*	09/03/19	09/04/18	09/14/17	09/13/16	08/25/15
# Submissions to Final	4	3	3	4	1

Timeliness	on time	on time	13 days late	on time	on time
Record Count (duplicate completions)	3477	3795	4084	4532	4773
Total Number of Completions from A1	3421	3734	4030	4474	4632
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	1	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	0.02 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	5.46 percent	6.30 percent	6.83 percent	6.62 percent	7.27 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)*	09/03/19	09/05/18	08/29/17	09/13/16	08/25/15
# Submissions to Final	2	3	1	3	1
Timeliness – Data Due	on time	1 day late	on time	on time	on time
Head Count in Final Submission	22993	24031	24582	25262	26259
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	3	1	4	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*	08/26/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
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*	1262
# 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)*	09/13/19	09/10/18	08/31/17	10/31/16	08/25/15
# Submissions to Final	4	4	2	3	1
Timeliness	10 days late	6 days late	on time	39 days late	on time
# Error Codes in Final Submission	4	3	3	3	3
# Critical Errors in Final Submission	3	2	2	2	2
% Records with Errors in Final Sub.	0.27 percent	0.29 percent	0.43 percent	0.41 percent	0.39 percent
% Dual Credit in Final	2.43 percent	2.51 percent	2.42 percent	2.10 percent	2.25 percent
% Remedial (PCS 14) in Final	6.55 percent	7.18 percent	7.70 percent	7.80 percent	8.56 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)*	09/30/19	10/11/18	10/24/17	10/28/16	09/30/15
# Submissions to Final	3	2	6	7	3
Timeliness	on time	10 days late	22 days late	11 days late	on time
Head Count in Final Submission	13743	14193	14590	14768	14964
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	5	5	3	4	6
# Critical Errors in Final Submission	1	1	0	0	0
% Records with Errors in Final Sub.	1.36 percent	1.28 percent	1.64 percent	1.57 percent	2.87 percent
Current Intent Coverage in Final Sub % coded as unknown	7.54 percent	8.53 percent	8.99 percent	10.57 percent	12.52 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	100.00 percent	100.00 percent	100.00 percent	100.00 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	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	10/03/19	10/05/18	10/02/17	10/03/16	09/28/15
Timeliness	2 days late	4 days late	on time	on time	on time
Head Count	13743	14193	14590	14768	14964
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)*	10/28/19	10/23/18	10/23/17	10/27/16	10/16/15
# Submissions to Final	4	2	2	2	2
Timeliness	13 days late	8 days late	7 days late	1 day late	1 day late
# Error Codes in Final Submission	5	4	4	5	5
# Critical Errors in Final Submission	3	3	3	3	3
% Records with Errors in Final Sub.	23.72 percent	22.64 percent	20.39 percent	27.07 percent	28.23 percent
% Unknown Employment Class (8)	1.52 percent	1.33 percent	1.34 percent	1.46 percent	1.90 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	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	10/19/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
Timeliness	N/C*	N/C*	N/C*	N/C*	4 days late

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/15/19	10/10/18	10/11/17	10/14/16	10/15/15
# 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

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	11/04/19	10/31/18	11/06/17	12/06/16	10/28/15
Timeliness	3 days late	on time	5 days late	35 days late	on time

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/14/19	02/07/18	02/02/17	02/02/16	02/13/15
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

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/01/18	03/08/17	02/04/16	01/29/15
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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/02/18	03/08/17	02/04/16	01/29/15
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

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/06/19	02/02/18	03/08/17	02/04/16	01/29/15
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

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/02/18	03/08/17	02/04/16	01/29/15
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

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/04/19	02/16/18	02/02/17	03/10/16	01/21/15
Timeliness	3 days late	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)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	06/02/16	05/27/15
# Submissions to Final	N/C*	N/C*	N/C*	3	2
Timeliness	N/C*	N/C*	N/C*	2 days late	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	2
# 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	1.63 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	56.38 percent	26.98 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	Yes	No

*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)*	06/19/19	06/13/18	06/19/17	06/13/16	06/23/15
# Submissions to Final	5	2	4	2	3
Timeliness	2 days late	on time	4 days late	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.	6.75 percent	4.56 percent	7.47 percent	8.79 percent	7.50 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	2.42 percent	2.59 percent	2.93 percent	3.67 percent	4.10 percent

*Due 06/17 in FY 19