

Agenda
455th Meeting of the
Illinois Community College Board

IL Valley Community College
Room C-316
815 North Orlando Smith Avenue
Oglesby, IL

March 24, 2023

<u>9:00 a.m.</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
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3. Welcoming Remarks from Dr. Jerry Corcoran, President of IL Valley Community College	—
4. Board Member Comments	—
4.1 Illinois Board of Higher Education Report <i>Dr. Sylvia Jenkins</i>	—
5. Executive Director Report <i>Dr. Brian Durham</i>	—
6. Advisory Organizations	
6.1 Student Advisory Council <i>Mr. Renee Juarez-Cuevas</i>	—
6.2 Illinois Community College Faculty Association <i>Dr. Julia DiLiberti</i>	—
6.3 Illinois Council of Community College Presidents <i>Mr. Terry Wilkerson</i>	—
6.4 Illinois Community College System Foundation <i>Mr. Craig Bradley</i>	—
6.5 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
6.5a An Introduction to Neurodiversity Inclusion <i>Ms. Maureen Dunne, ICCTA Chair</i>	—
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19. Adjournment	—

Illinois Community College Board

ATTENDANCE BY MEANS OTHER THAN PHYSICAL PRESENCE

Chair Lopez: **NICK KACHIROUBAS** is unable to attend today's meeting due to a work conflict. According to Section 7 of the Open Meetings Act, **NICK KACHIROUBAS** may participate in today's meeting via conference call and the Board needs a motion to allow his attendance. Is there a motion?

Moved by: _____

Seconded by: _____

Unanimous voice vote: YES NO

Abstained/Present: _____

Roll call:

Maureen Banks	Yea	Nay	Abstain
Mara Botman	Yea	Nay	Abstain
Craig Bradley	Yea	Nay	Abstain
Terry Bruce	Yea	Nay	Abstain
An-Me Chung	Yea	Nay	Abstain
Teresa Garate	Yea	Nay	Abstain

Marlon McClinton	Yea	Nay	Abstain
Sylvia Jenkins	Yea	Nay	Abstain
Nick Kachiroubas	Yea	Nay	Abstain
Larry Peterson	Yea	Nay	Abstain
Rene Juarez-Cuevas	Yea	Nay	Abstain
Lazaro Lopez	Yea	Nay	Abstain

Motion passed: YES NO

Chair Lopez: **NICK KACHIROUBAS**, I am going to ask you to state for the record your name, location, and reason you are unable to attend the Board meeting.

Name: _____ Location: _____ Reason: _____

Chair Lopez: In order to properly record **NICK KACHIROUBAS's** participation in this meeting, I will ask that all further matters that require a vote for this Board meeting to be conducted via roll call.

Item #2.1b
March 24, 2023

Illinois Community College Board

**NOMINATION OF THE MIDWESTERN HIGHER EDUCATION
COMPACT REPRESENTATIVE**

Chair Laz Lopez will open the floor for nominations for the position of the Midwestern Higher Education Compact Representative.

#2.1b - Nomination of MHEC Representative (ACTION)

Chair Lopez: I would like to open the floor for nominations for the position of the
Midwestern Higher Education Compact Representative.

(Board member is nominated)

Chair Lopez: Is there a motion to close the floor for nominations for the position of the
Midwestern Higher Education Compact Representative?

Motion made by: _____ Motion seconded by: _____

Roll call:

Maureen Banks	Yea	Nay	Abstain
Craig Bradley	Yea	Nay	Abstain
Terry Bruce	Yea	Nay	Abstain
An-Me Chung	Yea	Nay	Abstain
Terry Bruce	Yea	Nay	Abstain

Sylvia Jenkins	Yea	Nay	Abstain
Nick Kachiroubas	Yea	Nay	Abstain
Larry Peterson	Yea	Nay	Abstain
Rene Juarez-Cuevas	Yea	Nay	Abstain
Lazaro Lopez	Yea	Nay	Absain

Motion passed: YES NO

Abstained: _____

Chair Lopez: MAUREEN BANKS will serve as the Midwestern Higher Education
Compact Representative.

Illinois Community College Board

**RESOLUTION RECOGNIZING APRIL 2023 AS
COMMUNITY COLLEGE MONTH**

April is community college month. The ICCB staff have a robust plan for connecting with the system during this month, including collecting student stories, sharing social media posts, and visiting community college campuses across the state. It is important that the Board acknowledge the importance of community college month to celebrate the goals and accomplishments of the 48 community colleges across 39 districts in Illinois. The following proclamation recognizing April 2023 as Community College Month will be read and signed by the Chair on behalf of the Board.

WHEREAS, America's first public community college was established in Joliet, Illinois in 1901; and,

WHEREAS, today the Illinois Community College System is the third largest in the nation, with 48 community colleges and 39 districts located throughout the state; and,

WHEREAS, the total economic output of Illinois community colleges on the statewide economy is estimated at \$3.5 billion with over 43,000 jobs; and,

WHEREAS, by providing educational opportunities at costs and locations accessible to all, community colleges have greatly enhanced the opportunity for every student, from any background, to enter a postsecondary school program; and,

WHEREAS, Illinois community colleges serve 73% of all undergraduate students enrolled annually in public higher education and over 72% of minorities in public higher education attend a community college; and,

WHEREAS, Illinois Community Colleges have reached an overall 33% graduation rate, the highest ever recorded and have awarded nearly 65,000 degrees and certificates while simultaneously reducing remediation; and,

WHEREAS, nine out of 10 of the state's community college graduates live, work, pay taxes, and raise their families in Illinois; and,

WHEREAS, as community-based institutions, our colleges provide varied curriculums and offer specialized training in more than 4500 programs; and,

WHEREAS, in the past year, community colleges have partnered with local school districts to offer 13,543 dual credit courses to 75,507 high school students; and,

WHEREAS, Illinois community colleges respond to the communities they serve through adult literacy and continuing education services; and,

WHEREAS, in recognition of the important contribution of community colleges to our total educational system, in 1985 the Congress authorized and requested then President Ronald Reagan to issue Proclamation 5418 establishing a National Community College Month.

NOW, THEREFORE, We, the Illinois Community College Board recognize April 2023 as

Community College Month

Item #6.5a
March 24, 2023

Illinois Community College Board

AN INTRODUCTION TO NEURODIVERSITY INCLUSION

This presentation introduces the concept of authentic neurodiversity inclusion -- what it looks like and why it is important -- and examines some of the existing barriers to achieving it. Case studies and success stories are shared from a grant-funded Inclusive Coding Academy as well as the Transition2Success Project -- a first-of-its-kind evidenced-based wraparound support program that has been shown to increase persistence, retention, and completion rates for neurodivergent college students. The power of statements and resolutions to influence policy is discussed, including the recent ICCTA Neurodiversity Inclusion Statement. It is concluded that investing in neurodiversity is critical not only for the success of neurodivergent students but also for our collective future.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Workforce Education Update
 - Adult Education Update
 - CAP-IT Update
- High School Equivalency Update
 - HiSET® Price Increase~ Board Information Item
 - GED Testing Services® Finish What You Started - 3 of 4 Campaign
- Academic Affairs Update
 - Developmental Education Report
 - Developmental Education NOFO
- New Units
- Other
- Public Comment

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Community College Month (April)
- Spring 2023 Legislative Update
- Federal Legislative Update
- ICCB Status of Developmental Education Reform in the Illinois Community College System Report
- Other
- Public Comment

Item #7.2a
March 24, 2023

Illinois Community College Board

ICCB SPRING 2023 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

From the ICCB Spring 2023 Illinois Community College Opening Enrollment Report, data will be shared on current enrollment trends. Spring 2023 student headcount, as well as additional student subgroups, will be examined and compared to prior year data.

Item #7.2b
March 24, 2023

Illinois Community College Board

SPRING 2023 LEGISLATIVE SESSION PRESENTATION AND UPDATE
103rd GENERAL ASSEMBLY

The 103rd General Assembly is in full swing. Legislators have filed over 2,500 bills in the Senate and over 4,000 bills in the House. The March 10th deadline for legislators to get their bills out of committee has passed. The General Assembly now turns their attention to amendments and voting bills out of the full House and Senate. The adjournment deadline is scheduled for May 19, 2023.

Matt Berry will provide an oral presentation on significant higher education legislation at the Board meeting. A written report will also be provided.

Illinois Community College Board

**PRESENTATION ON GOVERNOR'S FISCAL YEAR
2024 BUDGET RECOMMENDATIONS**

On February 15, 2023, Governor Pritzker unveiled his proposed fiscal year 2024 budget in a joint address to the General Assembly. The fiscal year 2024 budget builds upon measures the administration has taken in the last four fiscal years to restore Illinois to a place of fiscal and economic health, while focusing on the needs of working families and the State's most vulnerable residents.

The Governor's budget recommendation maintains the following key priorities:

- Early childhood education and childcare
- College affordability
- Healthcare protection
- Workforce development
- Continued economic development

The Governor's proposed budget includes one of the largest increases for the community college system in over two decades, representing a 7% increase over fiscal year 2023 appropriations along with more than \$22.0 million in new grant funding opportunities including Dual Credit, Non-Credit Workforce Programs, Advanced Manufacturing-Electric Vehicles, Data Center Curriculum Development, Digital Instruction for Adult Education, and English as a Second Language Services.

The Governor's proposal does not include recommendations for new capital construction but does include the reappropriation of projects from the Rebuild Illinois capital program. This six-year program included \$479 million for new capital projects and statewide deferred maintenance at community colleges. Although the projects have been appropriated, the State must still issue bonds to finance the projects and authorize the release of funding before the projects can commence.

A presentation will be given during the Board meeting on the Governor's proposed budget.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

College of Lake County

- Live Entertainment Production Certificate (31 credit hours)

Lake Land College

- Construction Occupations A.A.S. degree (63.5 credit hours)

South Suburban College

- Cosmetology A.A.S. degree (61 credit hours)
- Cosmetology Technician Certificate (42 credit hours)

Triton College

- Respiratory Care A.A.S. degree (68 credit hours)

Southwestern Illinois College

- Aviation Electronics Technology Certificate (40 credit hours)

BACKGROUND

College of Lake County **Live Entertainment Production Certificate (31 credit hours)**

Program Purpose: This program will prepare individuals for working as an operations technician for large live scale events such as concerts, Broadway touring shows, theater productions, and corporate events.

Catalog Description: This certificate program prepares learners to perform fundamental operations in the Live Entertainment Production Technician field. Through this program of study, students will engineer and fabricate scenery, properties, and costumes. In addition, students will operate lighting, audio, and video equipment in support of live entertainment productions. As part of the certificate, students will be prepared to take the United States Institute for Theater Technology (USITT) series of eSet certificate exams. The following eSet certificates curriculum is embedded into the program: eSet BACKstage, eSET Projection, eSET Lighting and Electrics, eSET Rigging, eSET Costuming, and eSET Audio.

Curricular Information: The curriculum includes 31 credit hours of required career and technical education coursework. The career and technical component includes instruction in stagecraft, stage management, sound for live events, lighting for stage and studio, rigging, production organization, video for live events, theatrical costuming, production methods and materials, and a required work-based learning component in the live entertainment industry. The curriculum was developed with input from the International Alliance of Theatrical Stage Employees (IATSE) Union and Upstaging (a Live Event Touring & Fabrication company). The curriculum will prepare graduates for optional eSet certification through the United States Institute for Theater Technology (USITT). The curriculum prepares graduates for credentialing in eSet BACKstage, eSET Projection, eSET Lighting and Electrics, eSET Rigging, eSET Costuming, and eSET Audio. Assessment of student learning objectives will be achieved through an observation and evaluation by program faculty and worksite supervisor during the work-based learning component of the curriculum.

Accrediting Information: College of Lake County is accredited by the Higher Learning Commission. No specialized program accreditation is required for students to be eligible for national credentialing.

Justification for Credit hours required: The proposed curriculum reflects the knowledge and skills identified as required by the USITT and a major local employer.

Diversity, Equity & Inclusion Efforts: College of Lake County is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include increased student mentoring for minority/underrepresented students, expanded marketing of academic support services such as tutoring and the student food pantry program. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. College of Lake County faculty regularly engage in activities that promote inclusiveness towards achieving student success. The college's department of Institutional Effectiveness, Planning and Research provides academic departments with disaggregated data to assist in the monitoring and proactive response to issues of retention and completion. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of health information technology professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for related occupations is expected to increase around 2-3% statewide and nationally through 2030.

Table 1: Employer Partners

Employer	Location
Citadel Theatre	Lake Forest, IL
Three Brothers Theatre	Waukegan, IL
Six Flags Entertainment	Gurnee, IL
IATSE Local 2	Chicago, IL
Grayslake Historical Society	Grayslake, IL

Table 2: Projected Enrollments

Live Entertainment Production Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	12	15	24
Part-Time Enrollments:	-	-	-
Completions:	12	15	24

Financial / Budgetary Information: The program will require one (1) existing full-time faculty; two (2) new part-time faculty, and one (1) existing part-time faculty the first year. Qualified faculty will hold a Master's degree in Fine Arts or a related Theater field, have at least one (1) year work experience, and at least one (1) year teaching experience. The college was awarded a PURPOSE Grant from the U.S. Institute of Theatre Technicians in February 2022 to develop a program for theater and live production technicians. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$30,000	\$35,000	\$40,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Accreditation Fees)	\$500	\$200	\$200
TOTAL NEW COSTS	\$30,500	\$35,200	\$40,200

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	2	1	0	0	0
Existing Faculty	1	1	1	3	2	3

Lake Land College
Construction Occupations A.A.S. degree (63.5 credit hours)

Program Purpose: This program will prepare students for entry-level employment in construction. The program will also provide an educational ladder opportunity for Illinois Department of Corrections (IDOC) students who have completed the related Construction I and Construction II Certificate programs.

Catalog Description: The Construction Occupations Associate of Applied Science is designed for participants who are interested in pursuing mid-level positions within the construction/building trades industry.

Emphasis is placed on the vast number of technical skills required to work within the various departments and jobs across this industry. Students will develop additional general education skills to improve future employment advancement.

Curricular Information: The curriculum includes 15 credit hours of required general education coursework, and 47 credit hours of career and technical education coursework. The career and technical component include instruction in introduction to construction occupations, blueprint reading, basic and advanced levels of carpentry, basic masonry and concrete finish, basic plumbing, residential wiring, sustainable residential construction, construction safety, construction leadership skills, construction contracting, construction estimating, and construction project management. Assessment of student learning will be achieved through evaluation of the student's performance during the construction project management course by program faculty.

Accrediting Information: Lake Land College is accredited by the Higher Learning Commission. No additional specialized program accreditation is required.

Justification for Credit hours required: The proposed program reflects the addition of general education coursework after having completed both the Construction Occupations I and Construction Occupations II Certificate programs.

Diversity, Equity & Inclusion Efforts: The Illinois Department of Corrections (IDOC) audience the proposed Associate of Applied Science degree is intended to serve is by nature diverse in terms of gender, race, and age. The college and IDOC collect demographic information on students in each program by semester. The proposed degree will provide an additional credential opportunity to this disadvantaged population to assist in not only future employment but also more sustainable wages over the course of their career well after they re-enter the workforce. The proposed degree serves as an educational ladder/extension of the existing Construction certificate programs offered to IDOC students and will allow students with longer sentences to continue enrollment and not be limited to basic certifications. Data such as course enrollments, completions, and assessment is regularly used to evaluate student success and instructional practices. Students are provided the opportunity to complete an exit interview upon leaving programs to provide feedback to improve future performance. All college correctional staff receive diversity training as part of the annual training requirements. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from various employers. The college markets, recruits and aims to hire a diverse set of faculty for all programs, including those associated with IDOC. Lake Land College is an equal opportunity employer.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for construction trades workers is expected to increase around 8.5% statewide through 2030.

Table 1: Employer Partners

Employer	Location
Illinois Department of Corrections	Multiple locations, IL

Table 2: Projected Enrollments

Construction Occupations A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	270	270	270
Part-Time Enrollments:	-	-	-
Completions:	75	100	150

Financial / Budgetary Information: The program will require 18 existing full-time faculty the first year. Qualified faculty will hold an Associate degree in Construction Technology or a combination of education and at least one (1) year work experience in the field, some teaching experience preferred. Facilities and equipment are adequately in place to support the proposed program. All costs are covered through Illinois Department of Corrections grant funds.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$46,805	\$52,848	\$53,905
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$210,045	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$256,850	\$52,848	\$53,905

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	18	0	18	0	18	0

South Suburban College
Cosmetology A.A.S. degree (61 credit hours)
Cosmetology Certificate (42 credit hours)

Program Purpose: These programs will prepare individuals for required state licensure, entry-level employment, and advancement opportunities, as cosmetologists.

Catalog Description-Cosmetology A.A.S. degree: The Associate in Applied Science in Cosmetology offers students hands on training in all facets of Cosmetology including hairstyling, cosmetology, esthetics, chemical services, nail services, salon operations and license review. The program meets the standards of the Illinois Department of Finance and Professional Regulation (IDFPR) in total hours, teaching staff, equipment, facilities, libraries and course content. Students are required to complete a specific number of hours in the program. Once students have completed a total of 1500 hours of coursework and laboratory hours, they are ready to sit for the licensure examination through IDFPR. Cosmetologists must be licensed in the State of Illinois to practice. The AAS in Cosmetology will give students the critical thinking skills and education background to advance in the field.

Catalog Description-Cosmetology Certificate: The Cosmetology Technician Certificate offers students hands on training in all facets of Cosmetology including hairstyling, cosmetology, esthetics, chemical services, nail services, salon operations and license review. The program meets the standards of the Illinois Department of Finance and Professional Regulation (IDFPR) in total hours, teaching staff, equipment, facilities, libraries and course content. Students are required to complete a specific number of hours in the program. Once students have completed a total of 1500 hours of coursework and laboratory hours, they are ready to sit for the licensure examination through IDFPR. Cosmetologists must be licensed in the State of Illinois to practice.

Curricular Information: Cosmetology A.A.S. degree - The curriculum includes 15 credit hours of required general education, and 46 credit hours of required career and technical education coursework. The career and technical component includes instruction in introduction to cosmetology, health and safety, introductory health science for cosmetology, introductory/intermediate/advanced levels of hair styling, introductory/intermediate levels of nail technology, esthetics, chemical services, salon management, small business ownership, and cosmetology licensure review, in addition to 1500 contact hours of required clinical learning in an operational salon. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Cosmetologist Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Curricular Information: Cosmetology Certificate – The certificate curriculum includes a subset of the required career and technical education coursework included within the proposed degree. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Cosmetologist Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR). Assessment of student learning will be achieved through evaluation of the student's performance during the salon operations clinical courses. Students will be evaluated during their work-based learning experience in the college's cosmetology lab by program faculty, including a licensed cosmetology-instructor.

Accrediting Information: South Suburban College is accredited by the Higher Learning Commission. Cosmetology programs must be approved by IDFPR in compliance with Section 1175.330 Cosmetologist Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The proposed curricula have been developed according to these requirements.

Justification for Credit hours required: According to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Cosmetologist Curriculum Requirements, barber curriculum in the State of Illinois must include a minimum of 30 credit hours in cosmetology content, and include a minimum of 1500 hours of study over a period of nine (9) months or longer. The proposed degree and certificate meet these requirements.

Diversity, Equity & Inclusion Efforts: South Suburban College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college recently implemented a Strategic Enrollment Management Plan which focuses on recruitment, onboarding, retention, and completion efforts which focuses on diverse populations and equitable initiatives. Efforts include increasing awareness of and access to the college's equity and special populations initiatives such as the Academic Assistance Center, Peer Mentoring, and Student Success Coaches. The cosmetology program(s) are currently a part of the college's Workforce Equity Initiative (WEI). Students admitted into the cosmetology program will have access to Workforce Equity Initiative Coaches that will assist students and monitor their progress throughout the program. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through cultural competency training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The Teaching & Learning Center provides resources and regular opportunities for faculty and staff to incorporate DEI philosophies into course content and instruction. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from cosmetology professionals within the district.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to barbering is expected to increase statewide around 14% through the year 2030.

Table 1: Employer Partners

Employer	Location
Tailor Made Kutz & Kurlz	Chicago Heights, IL
Nates Barber Shopt	Chicago Heights, IL
Right Touch Barber & Beauty	Sauk Village, IL
SVS Studies	Oak Forest, IL
Tonsorial Artist	South Holland, IL
Studway Style Barber & Hair Salon	Steger, IL
Phipps Academy	Richton Park/Bradley, IL
Epiphany's Beauty College	Richton Park, IL

Table 2: Projected Enrollments

Cosmetology AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	8	-	8
Part-Time Enrollments:	-	-	-
Completions:	-	7	-

Table 2: Projected Enrollments

Cosmetology Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	8	-	8
Part-Time Enrollments:	-	-	-
Completions:	-	7	-

Financial / Budgetary Information: The programs will require one (1) new full-time and three (3) new part-time faculty the first year. Qualified faculty will hold a current professional teacher license in cosmetology instruction, hold a current Illinois Cosmetologist License, have at least two (2) years work experience as a professional cosmetologist and two years teaching experience. Facilities costs are being fully funded through Workforce Equity Initiative (WEI) grant funds. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$76,000	\$80,000	\$84,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$68,307	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Consumables)	\$25,000	\$15,000	\$15,000
TOTAL NEW COSTS	\$169,307	\$95,000	\$99,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	3	0	0	0	0
Existing Faculty	0	0	1	3	1	3

Southwestern Illinois College
Aviation Electronics Technology Certificate (40 credit hours)

Program Purpose: This program will prepare students with training in aviation electronics technology, also known as avionics technology, to install, maintain, troubleshoot, and repair communication and navigation equipment used in private and commercial aircraft.

Catalog Description: The Aviation Electronics Technology (Avionics) program provides the student with the ability to obtain industry standard training to become an Aviation Electronics Technician. This program is offered in a one-year certificate format. The program can be completed stand-alone or as an addition to the Aviation Maintenance program to supplement the qualifications of an Airframe and Power Plant (A&P) Technician. Graduates of this program can also choose to complete the Aviation Electronics Technician (AET) Testing Certifications that provide a recognized level of industry competency and capability.

Curricular Information: The curriculum includes 40 credit hours of career and technical education coursework. This includes instruction in introductory AC (alternating current) maintenance practices, introductory AC electricity and electronics, math for electronics, aircraft/avionics electrical power, avionics installation/harness manufacturing, avionics installation techniques, VHF navigation and communication equipment, communication/navigation installation, aircraft transponder/automated dependent surveillance-broadcast systems, pilot static systems, and installation of global positioning systems/electronic flight information displays. Assessment of student learning will be achieved through evaluation of the student's performance on the required capstone project during the final semester. The program was developed according to both Federal Communication Commission (FCC) regulations and guidelines established by the National Center for Aircraft Technician Training (NCATT). Graduates will be prepared for optional credentialing through both the FCC for the General Radio Operators License, and the NCATT for the Certified Avionics Technician credential.

Accrediting Information: Southwestern Illinois College is accredited by the Higher Learning Commission. While no formalized accreditation is required, programs must follow the standards/guidelines of the FCC and NCATT in order for students to sit for those related credentialing exams.

Justification for Credit hours required: The proposed program reflects the laboratory contact hours necessary for developing the skills required for credentialing.

Diversity, Equity & Inclusion Efforts: SWIC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. College student services staff regularly provide information on access to college support services including grants/scholarships for underrepresented/underserved students and Veterans Services. SWIC utilizes wraparound, intrusive student services to aid in academic and non-academic student success. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI raining for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of avionics technology professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for avionics technology specialists is expected to increase around 28.1% statewide through 2030, and around 6% nationally through 2031.

Table 1: Employer Partners

Employer	Location
West Star Aviation	Bethalto, IL
Gulfstream Aviation (General Dynamics)	Cahokia, IL
Aviation Materials & Tech Support (AVMATS)	Chesterfield, MO
Duncan Aviation	Chesterfield, MO

Table 2: Projected Enrollments

Aviation Electronics Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	13	16
Part-Time Enrollments:	-	-	-
Completions:	8	10	13

Financial / Budgetary Information: The program will require one (1) new full-time faculty the first year, and one (1) additional part-time faculty in the second year. Qualified faculty will hold at least an Associate's degree in Aviation Electronics/Avionics Technology, hold current FCC General Radio Operators license, have at least two (2) years work experience, and some teaching experience preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$46,805	\$52,848	\$53,905
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$210,045	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$256,850	\$52,848	\$53,905

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	0	1	0	0
Existing Faculty	0	0	1	0	1	1

Triton College
Respiratory Care A.A.S. degree (68 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as respiratory care technicians, leading to national credentialing as a Registered Respiratory Technician (RRT).

Catalog Description: Respiratory Care program provides students with academic and clinical training in preparation for employment as a respiratory care practitioner. Students have the opportunity to develop professional skills in advanced respiratory care techniques (including neonatal, pediatric and adult special care procedures), general and advanced pharmacology, cardiopulmonary disease, patient assessment and therapeutics.

Upon completion of the program, a graduate is considered eligible and qualified to take the certification and registry examinations, and the specialty examinations for pediatrics/neonatology, adult critical care specialist and pulmonary function technology offered by the National Board for Respiratory Care. Additionally, graduates are eligible for a license to practice in states with licensure and/or registration laws.

Curricular Information: The curriculum includes 20 credit hours of required general education, and 48 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory respiratory care, cardiopulmonary anatomy and physiology, cardiopulmonary pharmacology, basic and advanced respiratory procedures, drug calculations, cardiopulmonary diagnostics, introductory and advanced levels of cardiopulmonary diseases, advanced intensive respiratory care, pulmonary function testing, hemodynamic monitoring, neonatal pediatric intensive care, long term respiratory care, advanced respiratory techniques, board exam review, and four (4) levels of clinical practice in respiratory care. Assessment of student learning will be achieved through evaluation of the student's performance during the clinical practicum experience by program faculty and the worksite supervisor. The curriculum was developed according to standards outlined by the Commission on Accreditation for Respiratory Care (CoARC) for education in respiratory care. Completion of an accredited program qualifies graduates to sit for the Registered Respiratory Therapist (RRT) credentialing exam through the National Board for Respiratory Care immediately.

Accrediting Information: Triton College is accredited by the Higher Learning Commission. Specialized program accreditation through the Commission on Accreditation for Respiratory Care (CoARC) is required for students to be eligible for national credentialing. The college will be able to apply for conditional accreditation once all state-level approvals have been granted. Following the first class of students completing, the college will complete a programmatic self-study and CoARC will conduct a site visit leading to full accreditation.

Justification for Credit hours required: Content and clinical practice contact hours meet the criteria for program accreditation and student credentialing outlined by the Commission on Accreditation for Respiratory Care (CoARC). The proposed curriculum includes all general education pre-requisite science courses, as well as those required for accreditation.

Diversity, Equity & Inclusion Efforts: Triton College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Triton is a designated Hispanic Serving Institution (HSI) by the U.S. Department of Education. Through the Recruitment and Outreach Services Department, the college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include increasing awareness of and access to the college's equity and special populations initiative such as the TRIO, Triumph and Surge student support programs (focused on supporting first-generation, low-income, and minority students); increased attendance at local high school fairs; and an increased engagement with industry partners. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through cultural competency training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various employers of respiratory care professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for respiratory therapists is expected to increase statewide around 18.7% through the year 2030. Based on information provided by the college, CoARC is considering adjusting their educational requirement to the A.A.S. degree as the entry-level point for advanced hiring, rather than a Bachelor's degree. As such they are looking to increase the number of accredited programs at the Associate's level to develop more pathways with baccalaureate programs.

Table 1: Employer Partners

Employer	Location
Rush University Medical Center	Chicago, IL
RML Specialty Hospital	Chicago, IL
Advocate IL Masonic Medical Center	Chicago, IL
Northwestern Memorial Hospital	Chicago, IL
University of Chicago Medical Center	Chicago, IL
University of Illinois Medical Center	Chicago, IL
Kindred Hospitals (Multiple Locations)	Chicago, IL
Rush Oak Park Hospital	Oak Park, IL
Advocate Christ Medical Center	Oak Lawn, IL
Condell Medical Center	Libertyville, IL
Gottlieb Memorial Hospital	Melrose Park, IL
Edward-Elmhurst Health	Elmhurst, IL
Loyola University Medical Center	Maywood, IL
Northwest Community Hospital	Arlington Heights, IL

Table 2: Projected Enrollments

Respiratory Care AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	15	25	25
Part-Time Enrollments:	-	-	-
Completions:	-	15	25

Financial / Budgetary Information: The program will require one (1) new full-time and one (1) existing full-time faculty the first year. Qualified faculty will hold a Bachelor's degree in Respiratory Care or a closely related healthcare field, hold current National Board credentialing as an RRT, have at least four (4) years work experience, and at least two (2) years teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs (FT/PT)	\$55,000	\$102,250	\$146,074
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$120,000	\$85,509	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$175,000	\$187,759	\$146,074

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	1	0	0	0
Existing Faculty	1	0	2	0	3	0

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Danville Area Community College, Elgin Community College, and Rock Valley College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2022, Danville Area Community College, Elgin Community College, and Rock Valley College underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “recognition continued” to the following district:

Danville Area Community College, District 507
Rock Valley College, District 511
Elgin Community College, District 509

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards.

All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of "recognition continued" is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions – The district does not meet ICCB standards. A district which has been assigned the status of "recognition continued-with conditions" is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed time period. A district which has been assigned a status of "recognition interrupted" may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.



RECOGNITION REPORT

ELGIN COMMUNITY COLLEGE

February 2023

Illinois Community College Board
Recognition Report
For Elgin Community College
February 2023

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Elgin Community College, District 509. 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 Elgin Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between Elgin Community College's 2021-2022 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

Elgin Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Music Performance, the Associate in Engineering Science (A.E.S.), and the Associate in Liberal Studies (A.L.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 college maintains full academic control of curriculum and instruction by exercising authority over the prerequisites for courses, rigor of courses, expectations for student learning, and faculty qualifications for all programs. Minimally programs and courses are reviewed by faculty every five years when scheduled for review. However, updates are made as needed to ensure the master course outlines are clear and reflect appropriate

rigor.

All courses and programs are reviewed and approved by the Curriculum Committee, which is faculty-led and includes representatives from all college divisions. Support for developing learning outcomes is provided by the college's Curriculum and Assessment Office which relies on the competencies found within Bloom's Taxonomy.

Compliance Recommendation: None.

4. Curriculum

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.

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

Standard 5a-f: Dual Credit

As part of Elgin Community College's 2022 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 2021 and 50 from fiscal year 2022. 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 2020 and 2021, 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 Elgin Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2021 through 2022, it was reported that 32 instructors taught transfer (1.1) dual credit courses. Of these instructors, all of them were found to hold the proper credentials to teach 1.1 dual credit coursework. It was also reported that nine instructors taught career and technical education (1.2) dual credit courses. Of these instructors, all of them were found to hold the proper credentials to teach 1.2 dual credit coursework.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that four students in fiscal year 2021 may not have met the required placement examination score, and eight students in fiscal year 2022 may not have met the required placement examination score. These students can be found in the supplemental document *5a-f Underqualified Dual Credit Students*. All other students met the pre-requisite requirements to take dual credit courses.

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: The college should ensure that all students who are taking dual credit coursework meet the necessary pre-requisite coursework and the minimum requirements for passing any applicable placement exam(s).

During the two-week review period designed to address and respond to factual errors within the Recognition draft report, the college provided additional information in the policy column of the dual credit submission. The information provided clarified that the students in question did in fact meet the placement/pre-requisite requirements.

College Response:

On February 28, 2023, Peggy Heinrich, ECC's Vice President of Teaching, Learning, and Student Development, submitted a factual correction to Allison Decker related to this compliance recommendation. In relation to Standard 5a-f Dual Credit, we found that all of the students listed, by our records, did meet placement/pre-requisite requirements. However, we needed to supply additional information in the policy column of our submission and in the student qualifications area to make this clear. We made corrections to our submission and attached it to the February 28, 2023 e-mail to illustrate the means by which the students qualified. We are happy to provide any additional information needed.

6. Assessment Plans

The college has established systematic processes for the assessment of student learning which are documented and supported in the Curriculum and Assessment Office and overseen by the Manager of Outcomes Assessment. The college also provided information regarding the establishment of course and program-level learning outcomes for new programs.

The college annually assesses course-level data which includes CTE, and Transfer and Adult Ed/ESL departments. The annual review schedules are developed within the program review process to guide the activity. The assigned Instructional Coordinator (faculty) or Associate Dean/Director coordinate this activity, but these assessment projects can be led by anyone within the program. The college assesses program-level data annually which involves a level of assessment that looks at a longitudinal view of student learning. This can be evidenced through a specific CTE certificate or degree, or in a sequence of courses within a discipline. For those programs with external accreditation, this assessment activity is done according to those guidelines and timelines and is then summarized within the 5-year program review.

The placement policies and levels for math, reading, and English are governed by the faculty from the respective departments and are periodically reviewed to ensure optimum results, both for access as well as success. Individual CTE programs maintain their own admissions standards which can include placement testing and cut scores. As a result of legislative changes and initiatives in Illinois in competency testing of high school students, the college deploys a cross-departmental group of faculty, staff, and administrators to evaluate and monitor new tests and establish and redesign scores to ensure student success. The college currently uses multiple measures for placement, including standardized test scores and high school GPA.

Compliance Recommendations: None.

7. Student Evaluation

Elgin Community College has a documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals. Faculty and student handbooks were reviewed against College Policy and Administrative Procedure to ensure the practices comply and align with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college has policies and procedures in place to ensure the hiring of high-quality faculty. The college has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, each of the faculty members appear to meet the faculty requirements outlined by the ICCB.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Elgin Community 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. Regarding 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. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

Compliance Recommendation: None.

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 approved CAREER Agreement, the college's website, and the college's course catalog. Elgin Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college noted that the implementation of the CAREER Agreement negated the use of chargebacks in 2019. Furthermore, in addition to the CAREER Agreement, the college participates in the WIOA Tuition Agreement with Harper College, Kankakee Community College, and McHenry County College. This agreement was approved by the ICCB in October of 2017. Elgin Community College also conducted a self-study of all documentation containing information regarding the CAREER Agreement and found that all information presented was accurate and consistent with information provided on the college's website and within the college's course catalog.

The college noted that it plans to assess the programs that students are enrolling in under the CAREER Agreement so that it can remain competitive in terms of course offerings that support the local labor market.

All Indicators of Compliance and Indicators of Quality were met.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Elgin Community College'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. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1A: Advising/Counseling

The advising, counseling, and transfer program at Elgin Community College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. According to Elgin, the college has refined its new student communications to ensure students are aware of available resources and The restructuring of the former counseling area and the creation of an integrated Student Success Center lead to the adoption of a case management advising model for academic and transfer advising. New first-time-in-college (FTIC) students must meet with an academic advisor to plan first-semester classes at a minimum. Each student is given an academic advisor during the enrollment process. Undecided students are referred to a career development specialist. The college offers career counseling services for new and returning students who need help choosing a career and academic program. The Center is open Monday through Thursday from 8:00 am to 7:00 pm and on Fridays from 8:00 am to 4:00 pm, and on several Saturdays prior to the start of new semesters.

Compliance Recommendation: None.

B: Financial Aid

Elgin provided a holistic review of its Financial Aid Department. A comprehensive policies and procedures manual have been developed and published that provides the financial aid staff with current policies and procedures pertaining to eligibility. The office is from 8:00 am to 7:00 pm Monday to Thursday and 8:00 am to 4:00 pm on Friday. Additionally, the office is open two Saturdays before the start of each semester. Students can be served in person, via phone, or appointment. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response:

We regret we did not highlight our loan default rate in our original submission, as it is something we are proud of at ECC. Following is a table illustrating our loan default rate, and we will be sure to include this information in future submissions.

Fiscal Year	ECC Rate	Notes:
FY2010	19.30%	DOE began measuring over 3-year default period
FY2011	20.50%	Nat'l Average 2-Year Public: 20.6%
FY2012	14.50%	Nat'l Average 2-Year Public: 19.1%
FY2013	12.50%	Nat'l Average 2-Year Public: 18.5%
FY2014	12.10%	Nat'l Average 2-Year Public: 18.3%

FY2015	12.20%	Nat'l Average 2-Year Public: 16.7%
FY2016	11.30%	Nat'l Average 2-Year Public: 15.9%
FY2017	9.90%	Nat'l Average 2-Year Public: 15.2%
FY2018	9.00%	Nat'l Average 2-Year Public: 11.5%
FY2019	2.50%	Due to Pandemic Payment Pause

C: Placement

The Career Services Center provides wrap-around career advising, including career exploration support. These services include but are not limited to résumé writing, interview skill development, job identification, and student work-study. Training individuals for employment includes using a Career Coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities, including workshops, seminars, and presentations. All services are available Monday through Thursday from 8:00 am to 7:00 pm and Friday from 8:00 am to 4:00 pm. Evening appointments are available upon request. The offices are staffed with one full-time Internship coordinator, one full-time Apprenticeship and Compliance Coordinator, a Director of Strategic Partnerships and Experiential Learning, three part-time career development specialists, and an Associate Dean of Student Success.

Compliance Recommendation: None.

D: Support Services

Elgin provided a comprehensive and holistic review of its various student support services. other support services including Wellness Services, Veterans Services, Student Access and Disability Services, TRiO SSS and SSS-ESL and Early Alert. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. The college employs counselors who can provide temporary solution-focused counseling services. Peer Education Program has been established providing an opportunity for students to promote health and wellness to their peers. Students who express academic difficulties due to a disability, injury, illness, or medical condition are appropriately referred to the Center for Access Accommodations for support.

Elgin is proud to serve and provide educational opportunities for students and their dependents who have served and/or are serving. The college has a Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans, military personnel, and their families. The coordinator also serves as an advocate before the college's administration for the needs of student veterans. The Early Alert program exists to allow faculty the ability to quickly and easily refer a student to their academic advisor through the Spartan Success software, facilitating a meeting in

which the advisor attempts to determine any underlying issue(s) the student may be experiencing, provide guidance directly, or connect the student to the most appropriate resource

Compliance Recommendation: None.

2. Student Programming, Co-Curricular Activities and Support Services for Students

Elgin provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. The College also hosts several student life events each year to promote the inclusion, belonging, and connection of students, faculty, and staff.

Elgin offers a variety of in-person and online tutoring options for students. In-person tutoring is available six days a week. All students currently enrolled in classes are eligible to use free tutoring services. Based on the findings from the audit, racial, ethnic, and gender demographics of students using the Tutoring Center services reflect the demographics of the overall student population.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. Admission to the College does not ensure admission to a particular course or program of study. The College's free application and open enrollment allow students to apply year-round and explore a variety of programs, some of which have special admission requirements. The procedures for students to enroll are outlined in the college catalog and the website for each program. Information is readily available to all who inquire.

College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time. The Admission and Records Office is responsible for maintaining student records, upholding admission policies and standards, and evaluating transcripts. ARO supports the College's admission policies by accurately recording student type, placement, and proficiency information.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification.

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Elgin Community College (College) on September 26, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The College performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the

College as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

The College has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The College makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the College for proof of residence.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 196 students in Fiscal Year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy.

Over the five-year review period, 47 Adult Education courses were coded unrestricted instead of restricted. This was reported to ICCB staff by the College as materials for the review were being collected. After this discovery, the College modified system programming so that the default for adult education courses would be restricted and implemented a manual process to change the code to unrestricted if necessary.

The college has generally complied with laws, regulations, and rules for claiming credit hours for funding. Based on the review and after accounting for the corrections to the Adult Education courses, ICCB staff finds, with a confidence level of 95%, that compliance with the reporting of certified hours is between 95% and 100% accurate. (Note: the statistical margin of error or confidence interval is 5%.)

Compliance Recommendation: In order to meet ICCB requirements for credit hour claim reporting, the College must implement processes, including reliability assessments, that assure course sections are reviewed and appropriately adjusted based on the funding source. The College must also cooperate with ICCB on reimbursement corresponding to the FY17-FY21 hours claimed inappropriately.

College Response:

Elgin Community College's determination of restricted and unrestricted classes has been modified to be less labor intensive for the Adult Basic Education (ABEC) area, which will improve accuracy. Previously, all sections were defaulted to unrestricted, and the ABEC area would update all of the sections that were restricted. The errors occurred due to cross-listed sections that remained coded as unrestricted in cases where the primary section was coded as restricted. We have worked with IT to have select prefixes, specifically our ABEC prefixes-ABE, ASE, ESL, ARW, AMT, ECO to default to restricted within our programming. Now, only those sections that are unrestricted need to be updated

by the ABEC area. Given the majority of ABEC sections are funded by restricted dollars, this will avoid any accidental coding of sections as unrestricted.

The IR office, responsible for submitting the SR/SU, will also send a list of ABEC sections and their SR/SU designation to the ABEC coordinator prior to submitting the SR/SU each term to verify the restricted and unrestricted coding of these sections to ensure accuracy. The dean of adult education will also verify the accuracy of the restricted and unrestricted coding of these sections.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50% or more of the program costs from unrestricted funds. To determine the College's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50% of unrestricted funds and appropriately reported. The midterm certification instructions were submitted with a condensed version of the certification statement.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends the College update its midterm statement to an actual certification statement, such as *"I hereby certify that the above-listed students, except where noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm, and I have proper documentation to support this certification."*

College Response:

From May 2008 until January 2021, faculty submitted grades online using Ellucian Colleague's WebAdvisor. The midterm grading page on WebAdvisor provided a link to www.elgin.edu/grading which included the following language regarding submission of midterm grades:

Midterm Grading Instructions

- 1. Go to elgin.edu and choose the AccessECC Portal at the top of the page.*
- 2. From the login screen, type your user ID and password.*
- 3. On the top left of the portal, choose the "Employee" tab, go into the Self-Service App, choose Faculty, and choose the course.*
- 4. Choose "Grading."*

5. Choose “Midterm 1”. Review the grade roster to ensure all students in your class appear on the roster. Send any students who do not appear to the Registration Office in B105. Students in cross-listed courses will be notated under the student’s name.
6. Midterm grades are required for all students. Appropriate midterm grades include A, B, C, D, or F. Students who have never attended or who are not actively pursuing the course according to the attendance policy stated on your course syllabus should be assigned a midterm grade of W by the 10th day of the semester, but no later than the date of the midterm. A midterm grade of CR is only appropriate for students eligible for a final grade of CR (e.g., pass/no credit) or those participating in approved experiential learning programs (e.g., internships, study abroad, clinicals). If you wish to drop a student after the midterm date of your class and before the last day to drop, submit an email to records@elgin.edu with the student’s name, ID, and course information. Instructors cannot drop students after the last day to drop.
7. After entering your midterm grades, return to the “Overview” tab to review your midterm grade entries.

When ECC migrated to Ellucian Colleague’s Faculty Self Service in January 2021, the inclusion of this link was missed during implementation. When this issue was identified, the following was implemented:

On October 12, the following language was added to the midterm grading page of Faculty Self Service:

By entering a midterm grade, you are certifying the students are in attendance at midterm.

Assign a grade of W for students who are to be dropped for non-attendance or not actively pursuing completion of the class as stated in your syllabus.

See the [Administrative Procedure 1.103 Student Grades](#) and the [Grade Submission Procedure](#) for more information.

Student Residency

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

Based on the review, the College properly classifies students for reporting purposes. However, the College does not have a detailed residency policy that addresses all the general, district, and special provisions of students.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the College clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

College Response:

The college has a formal process in place for review of administrative procedures, including Student Residency. We will begin that review process with special attention to changes since the last review as well as the ICCB Administrative Rules related to residency to ensure our policy addresses all the general, district, and special provisions of students.

Course Repeats

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the College's website confirms that the Board of Trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For Fiscal Years (FY) 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings.

There were only three findings noted over the four-year period. The CAP for each finding was provided and appears to be adequate.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic, ICCB has made this plan not due until July 1, 2022. The College submitted a detailed 2020 Facilities Master Plan (FMP) and developed a process to update the FMP every five years. The new FMP is scheduled to be revised in 2025. The college submitted their self-study, which was found to be in order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The College maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the College failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered into, amended, renewed, or extended with an employee (president, chancellor, etc.) of a community college must not exceed four years and must not include any automatic rollover clauses. All employee contracts, amendments, renewals, and extensions must be made during an open board meeting and made available to the public.

According to 110 ILCS 805/3-70, employment contracts must be transparent. Actions such as performance-based bonuses, incentive-based compensation, and final actions of the employment contract must be made during an open board meeting, approved by the board, and made available to the public. The performance criteria and goals upon which the bonus or incentive-based compensation is based must be made available to the public on the district's official website no less than 48 hours before board approval.

According to 5 ILCS 415/10, an employment contract entered into, amended, renewed, or extended with an employee of a community college that includes a provision for severance pay must limit the severance pay to an amount not exceeding 20 weeks of compensation. The employment contract must also specify severance pay is prohibited when a contract employee is fired by the district for misconduct.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board policies, meeting minutes, and public notices were also reviewed. The employment contract did meet notice provisions.

There is only one contractual employee position, the President's position. During the on-site visit, representatives of the College stated that the President's contract was "grandfathered in", with the implication that the contract is compliant and that the changes in the laws since its execution do not apply. ICCB staff reviewed the contract and the three subsequent amendments. As amended by the third amendment, this contract was to terminate on June 30, 2020.

Section 3-65(a) of the Public Community College Act provides that the prohibitions set forth in section 3-65(b) apply to all employment contracts "extended" after September 22, 2015. Amendment III of the President's contract provides that it shall be "extended" by one year each June 30 unless the Board elects to act otherwise. The contract was "extended" effective July 1, 2020, the contract lost its grandfathered protection and became subject to section 3-65(b) of the PCCA on July 1, 2020.

Another problematic provision was found in this contract concerning the severance provisions. 23 Ill. Admin Code 1501.803(a) stipulates that the 20 weeks of compensation limit found in statute {5 ILCS 415/10(a)} on severance pay applies to contracts amended, renewed, or extended.

Based on the review, the employment contract is subject to the automatic rollover prohibition and the 20-week compensation limit on severance pay specified in the statutes and regulations cited. The employment contract did not meet these specifications.

Compliance Recommendation: The College must ensure employment contracts comply with 110 ILCS 805, 5 ILCS 415 and 23 IL Admin. Code 1501.803 and amend any active contracts that don't meet the criteria in those laws and regulations.

College Response:

On March 14, 2023, the Elgin Community College Board of Trustees will be acting on the Employment Contract Amendment for the College President in compliance with 110 ILCS 805, 5 ILCS 415 and 23 IL Admin. Code 1501.803.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board (ICCB) data submissions by Elgin Community College were reviewed—generally this includes fiscal years (FY) 2019-2023 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 2022 is up to \$62,689 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 Family 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the FY 2022 submission contained one critical error. This data was verified by college officials as valid and accurate. Elgin Community College's A1 submission met the reporting deadline in two of the past five fiscal years; the FY 2023 submission was finalized half a month late, the FY 2021 submission was eleven days late, and the FY 2020 submission was finalized more than one month past the reporting deadline. The submissions took between three 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 Highest Degree Previously Earned ranged between thirteen percent and eighteen percent. The proportion of records with Pell Recipient was less than twenty-two percent across the five years reviewed and with Subsidized Stafford Recipient was less than four percent across the five years reviewed. 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 FY 2020 submission was finalized two days late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Elgin Community College met the reporting deadline in four of the five years reviewed; the FY 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the FY 2019 submission contained one critical error. This data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity ranged between three percent and 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 Course (AC)** data submission began in fiscal year 2011. Elgin Community College met the reporting deadline in four of the five years reviewed; the FY 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven, 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).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the FY 2023 submission was finalized eight days late, and the FY 2020 submission was finalized nine days past the reporting deadline. The number of

submissions needed to finalize the data ranged from three to six, and there were no critical errors in the final submissions in four of the five years reviewed; the FY 2023 submission contained one critical error. This data was verified by college officials as valid and accurate. Elgin Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in three of the five years reviewed; there was a small discrepancy with the FY 2023 submission (10 records), the FY 2022 submission (7 records), and the FY 2020 submission (14 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Elgin Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity had been around twenty-five percent but has increased to over forty percent in the latest two years reviewed.

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.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the FY 2022 submission was finalized more than two months past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in five of the past five fiscal years. 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 **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Elgin Community College met the submission deadline in three of the past five years reviewed; the FY 2022 submission was finalized nearly one month late, and the FY 2018 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Elgin Community College met the reporting deadline in each of the five years reviewed for the Bilingual Needs and Bilingual Pay Survey, in four of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, and Hispanic Employment Plan Survey, and in one of the one year reviewed for the Native American Employment Plan Survey. 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 five 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 (Quality) 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 Elgin Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**.

College Response:

Due to retirements and staff turnover, we have been working to train and support new staff who have needed additional time to complete programming updates needed to ensure the accuracy of the data provided to the ICCB in all of our reports, including the A1, which is the most complex of the state data submissions. We do not anticipate experiencing similar delays in the future and will collaborate with IT to ensure timely submissions.

Elgin (509) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year of Data	2022	2021	2020	2019	2018
Final Submission – (07/15) *	07/14/22	06/29/21	07/08/20	07/08/19	06/27/18
# Submissions to Final	4	2	2	3	3

Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	2501	1850	6186	5946	5765
Unduplicated Head Count	1153	993	3065	3175	3266
# Error Codes in Final Submission	5	4	6	4	5
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.60 percent	0.27 percent	1.03 percent	0.32 percent	0.78 percent
% Unknown Age in Final Submission no value or.	0.08 percent	0.05 percent	0.42 percent	0.17 percent	0.21 percent
% Unknown Age in Final Submission unknown	0.04 percent	0.11 percent	0.02 percent	0.08 percent	0.09 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	41.54 percent	47.35 percent	27.38 percent	23.33 percent	22.53 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (08/01) *	08/19/22	09/29/21	08/14/20	09/05/19	07/24/18
# Submissions to Final	6	6	5	8	3
Timeliness	18 days late	on time	11 days late	35 days late	on time
Head Count (total incl. 0 hrs. enroll.)	12663	11903	14676	14805	15176
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	7	8	6	7
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.97 percent	0.92 percent	0.81 percent	12.11 percent	0.17 percent
% 0 Cumulative GPA in Final Sub.	22.15 percent	14.65 percent	21.76 percent	21.32 percent	22.90 percent
% 0 Cumulative Hours in Final Sub.	18.63 percent	11.49 percent	19.96 percent	18.72 percent	20.38 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	18.37 percent	13.42 percent	18.44 percent	17.16 percent	18.22 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	19.98 percent	21.90 percent	21.46 percent	21.15 percent	21.11 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	1.52 percent	2.07 percent	2.75 percent	3.14 percent	3.35 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (09/01) *	08/22/22	09/30/21	08/19/20	09/05/19	07/26/18
# Submissions to Final	2	2	3	6	4
Timeliness	on time	on time	on time	2 days late	on time
Record Count (duplicate completions)	3491	2878	4882	4175	4504
Total Number of Completions from A1	3455	2851	4841	4110	4438
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	1	1	0	1
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.00 percent	0.45 percent	0.14 percent	0.00 percent	0.04 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	3.98 percent	2.99 percent	4.47 percent	8.31 percent	7.55 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2023	2022	2021	2020	2019
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Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission (09/01) *	08/22/22	09/30/21	08/17/20	09/05/19	07/25/18
# Submissions to Final	2	2	2	6	3
Timeliness – Data Due	on time	on time	on time	2 days late	on time
Head Count in Final Submission	12663	11903	14676	14805	15176
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	5	5	5
# Critical Errors in Final Submission	0	0	0	0	0

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (09/01) *	08/25/22	01/06/22	08/28/20	09/05/19	07/24/18
# Submissions to Final	3	5	7	6	3
Timeliness	on time	on time	on time	2 days late	on time
# Error Codes in Final Submission	1	2	2	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.02 percent	0.12 percent	0.08 percent	0.02 percent	0.01 percent
% Dual Credit in Final	7.81 percent	6.61 percent	4.39 percent	3.26 percent	2.74 percent
% Remedial (PCS 14) in Final	4.94 percent	4.73 percent	5.75 percent	6.25 percent	6.31 percent

* Adjusted to 01/12 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/01) *	10/11/22	12/13/21	09/15/20	10/10/19	09/24/18
# Submissions to Final	3	4	3	5	6
Timeliness	8 days late	on time	on time	9 days late	on time

Head Count in Final Submission	8910	8050	7882	9931	9567
Discrepancy between E1 & Survey	-10	-7	0	+14	0
# Error Codes in Final Submission	7	7	5	7	9
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.99 percent	1.08 percent	0.22 percent	0.93 percent	0.44 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.05 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 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/01) *	10/03/22	09/13/21	09/15/20	09/27/19	09/25/18
Timeliness	on time	on time	on time	on time	on time
Head Count	8920	8057	7882	9917	9567
Discrepancy between E1 & Survey	+10	+7	0	-14	0

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/15) *	10/17/22	02/07/22	10/14/20	10/15/19	10/11/18
# Submissions to Final	2	4	1	3	1
Timeliness	on time	69 days late	on time	on time	on time
# Error Codes in Final Submission	3	4	3	2	2
# Critical Errors in Final Submission	2	3	2	2	2
% Records with Errors in Final Sub.	16.18 percent	16.78 percent	12.45 percent	9.49 percent	10.00 percent
% Unknown Employment Class (8)	0.92 percent	1.01 percent	1.58 percent	1.75 percent	1.81 percent

* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/15) *	10/17/22	11/30/21	10/15/20	10/15/19	10/15/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission (11/01) *	10/20/22	11/19/21	09/15/20	10/15/19	10/19/18
Timeliness	on time	on time	on time	on time	on time

* Adjusted to 12/15 in FY 22 due to ICCB processing delays; due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/14/22	01/17/22	12/08/20	1/13/20	02/01/19
Timeliness	on time	3 days late	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/14/22	01/17/22	12/08/20	1/13/20	02/01/19
Timeliness	on time	3 days late	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/14/22	01/11/22	12/08/20	1/15/20	02/01/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/14/22	01/17/22	12/08/20	1/13/20	02/01/19
Timeliness	on time	3 days late	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note**	12/14/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.

**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission Varies See Note*	02/01/22	02/02/21	2/27/20	01/29/19	02/15/18
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18

Spring Semester Enrollment Survey*

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission (02/15) **	02/01/22	02/01/21	01/27/20	01/28/19	01/29/18
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 02/10 in FY 20; 02/09 in FY 18**

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (6/15) *	07/14/22	06/15/21	06/12/20	06/17/19	08/30/18
# Submissions to Final	3	2	1	2	3
Timeliness	29 days late	on time	on time	on time	76 days late
# Error Codes in Final Submission	2	2	5	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	12.03 percent	9.58 percent	8.78 percent	7.07 percent	7.99 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	3.13 percent	3.23 percent	4.07 percent	2.36 percent	2.47 percent
% Unknown Employment Class (8)	0.76 percent	1.31 percent	1.48 percent	1.79 percent	1.71 percent

***Due 06/17 in FY 19**

****From Item 36 starting in FY 21 collection; from Item 37 in prior years.**



RECOGNITION REPORT

DANVILLE AREA COMMUNITY COLLEGE

February 2023

Illinois Community College Board
Recognition Report
For Danville Area Community College
February 2023

Introduction

During fiscal year 2022, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Danville Area Community College, District 507. 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 Danville Area Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. ACADEMIC

1. Degrees and Certificates

A comparison between Danville Area Community College's 2021-2022 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

Danville Area Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) Art/Art Education, Associate in Engineering Science (A.E.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 18 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 18 of 18 courses submitted had the required current transfer agreements in place.

Compliance Recommendation: None.

3. Academic Control

The college maintains academic control over its units of instruction. The college's policy indicates that faculty are responsible for the design, conduct and evaluation of each unit of instruction to assure the quality, academic rigor, and effectiveness of instruction. The admission, course placement, and graduation requirements are set by institutional policy.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Danville Area Community 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 Danville Area Community College's 2021 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 2020 and 50 from fiscal year 2021. 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 2020 and 2021, 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 Danville Area Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

It should be noted that the college did not correctly complete the Dual Credit Faculty spreadsheet. The way in which the spreadsheet was completed did not provide staff with the adequate information to discern two things: the number of applicable graduate hours in the discipline being taught (1.1 courses) and the specific employment or position held (1.2 courses). During fiscal years 2020 through 2021, it was reported that 80 instructors taught transfer (1.1) dual credit courses. Of these instructors, 10 of them did not hold the proper credentials to teach 1.1 dual credit coursework. Of those 10, seven of them had a master's degree that was not applicable to the course being taught. Under the "Graduate Hours in the Discipline being taught" column, the college provided numerical values that far exceed the typical values provided for this (ex. 45,000 and 52,000, etc.). Graduate Hours are provided per the accumulation of the graduate courses taken, for example 18, 24, etc. ICCB staff were unable to discern how many graduate hours each of the instructors had in the respective discipline based on the information that the college provided.

It was also reported that 53 instructors taught career and technical education (1.2) dual credit courses. As noted above, the college provided incomplete information under the "CTE Occupational Hours" tab, as they did not specify the specific employment or position where the faculty members obtained their occupational hours. As such, ICCB staff was unable to discern the extent to which faculty held the appropriate credentials to teach 1.2 dual credit courses.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, there were two students in FY2019 that it was unclear whether they met the required placement scores. In Line 9 of the FY2019 Dual Credit Sample, Student Qualifications, under placement score, it lists the placement exam as "ASSETT". This exam is not listed anywhere in the College Policies tab in the same spreadsheet, nor is it listed within Appendix D. Additionally, in Line 16, it is unclear whether or not that student met the required placement exam score as there are no English placement scores provided in the accompanying College Policies tab under HUMN 101. If an English placement score is not necessary for this course, it is unclear as the college has provided an English score for the student in question. For FY2020, there were two students that it was unclear whether they met the required qualification(s) and two students that did not meet the required placement scores. In Lines 4 and 14 it is unclear whether those students met the required placement exam score as there are no English placement scores provided in the accompanying College Policies tab under ARTS 111 and HUMN 101, respectively. In Line

19 there are no math placement scores provided for the student in question, even though it is a math course and the College Policies tab under MATH 120 only lists math placement scores. In Line 45, the student did not meet the required placement score for reading.

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), the 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. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

College Response:

Danville Area Community college has a process to ensure the credentials of all dual credit instructors that includes academic affairs, human resources and the partnering high school.

Compliance Recommendation 2: The college must complete and submit the Dual Credit Faculty ICCB Recognition Template.

College Response:

The template was completed and submitted on February 8, 2023.

Advisory Recommendation: The format of the student placement scores in the Dual Credit Sample spreadsheet was convoluted and difficult to understand. For future Recognition reviews, it is recommended that the college reformat the course information on the College Policies tab of the document and/or reformat how the information is presented in the applicable fiscal year tabs under the student placement score column.

6. Assessment Plans

The college has in place a systematic process to assess student learning in each degree and certificate program. The institution has in place a general education assessment, and

program assessment framework, and a peer review panel to assess student learning and program outcomes. Additionally, department chairpersons are responsible for evaluating faculty. Lastly, the college has adopted the common placement framework.

Compliance Recommendations: None.

7. Student Evaluation

Danville Area Community College has a documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals. Faculty and student handbooks were reviewed against College Policy and Administrative Procedure to ensure the practices comply and align with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college has policies and procedures in place to ensure the hiring of high-quality faculty. The college has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, each faculty member met the faculty requirements.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Danville Area Community 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. Regarding 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.

Compliance Recommendation: None.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items were reviewed: the college's self-study and the course catalog, presented in an online format. Danville Area Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college catalog, located on the college's website, includes a complete and accurate list of the participating community colleges, as well as a notation on how students can access the benefits of the Agreement.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Danville Area Community College'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. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle.

Advisory Recommendation: As provided in the feedback letter dated September 15, 2021, the ICCB recommends that the college align their current program review schedule with the ICCB program review cycle. The ICCB recognizes that exceptions may have been granted in prior years. It was recommended that the college submit a review of their counseling services within the FY2022 program review submission.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 1A: Advising/Counseling

The advising, counseling, and transfer program at Danville Area Community College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. All full-time and part-time students pursuing a certificate and/or degree must work with an

Academic Advisor. To provide comprehensive services, the department is also responsible for the personal counseling needs of DACC students and providing follow-up retention services for the Retention Alert/Student Care reports submitted by faculty and staff. A recent update to the department is the addition of an online Degree Audit form for students to use when they, or Financial Aid, would like to see an updated degree audit. Hours of operation are conducive to meeting the needs of students. The department also incorporates personal and success coaches to help supplement academic and career counseling.

Compliance Recommendation: None.

B: Financial Aid

The college provided a holistic review of its Financial Aid Department. Students complete loan entrance counseling online through the Department of Education's studentloans.gov website. However, all students are encouraged to visit Financial Aid staff to discuss the loan process and their borrower's rights and responsibilities in person. Exit loan counseling is performed in the last term of each graduating class. Various outreach events and services are offered throughout the year during and outside business hours. Students can connect with a representative through various means. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

C: Placement

DACC strives to coordinate and facilitate all employment and career planning-related activities in partnership with staff, students, district residents, and current and future employers. The Center offers career counseling (information, assessments, decision, and planning assistance), career resume building, mock interviews, and job/career identification and research. Training individuals for employment includes using a Career Coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, and small groups. Presentations of these services are available during regular business hours. Career Center staff offer specialized sessions for special populations and students enrolled in nontraditional career programs. To increase the number of people served, many events are planned around incumbent workers working various shifts.

Compliance Recommendation: None.

D: Support Services

The college provided a comprehensive and holistic review of its various support services to students. The college provides various support services to students, which include the Disability office, Student Life, TRiO, and veterans' services, tutoring services, and testing center. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. Access and Disability Services provides students with legally mandated accommodations and additional programming to promote the inclusion and success of students with disabilities. The office works closely with area high schools and provides prospective students and parents with transition information. Middle College is a high school dropout prevention program whose goal is to take students who are at-risk of dropping out and support them on their way to high school completion as well as earning dual credit toward a DACC certificate and/or degree.

The Military and Student Veterans Center is where military and veteran students, faculty, and staff may receive information, assistance, and referrals to college departments and community agencies as they transition to college and the workforce. Veterans' Services received a clean audit by the Illinois Department of Veteran Affairs and the federal Veterans Affairs approving agencies throughout FY17-21. Most recently, DACC earned national recognition as a "Military Friendly" institution. This recognition shows the military community that veterans are welcome to DACC, and the College has a proven track record for service to veterans based on the rates of retention, graduation, and success after graduation.

Compliance Recommendation: None.

2. Student Programming, Co-Curricular Activities and Support Services for Students

DACC provided a holistic review of its co-curricular and student support services. The college offers countless avenues to participate and attain success while at DACC. The college assigns an advisor specifically for student-athletes, and advisors/counselors attend specialized professional development to serve underrepresented and nontraditional students. The college formed a governance team to decrease the number of committees/groups on campus responsible for student engagement/planning student activities.

Compliance Recommendation: None.

3. Admission of Students and Student Records

Community colleges in Illinois have an open admissions policy. DACC has clear and comprehensive processes in place for student admission. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 who meet established criteria. DACC Records Office and specific departments and divisions incorporate systems of checks and balances to self-audit policies

and procedures that affect student admission, persistence, and completion. The college reviews each student's progress toward Academic Standards. This process and notification are completed at the end of each semester.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1a. Credit Hour Claim Verification.

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Danville Area Community College (College) on September 8, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The College performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the College as student unrestricted (SU) and student restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

The College has a documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The College makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the College for proof of residence.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 205 students in Fiscal Year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy.

Over the five-year review period, 10 Adult Education courses were found to have been coded as funded by unrestricted sources when these should have been identified as funded by restricted sources. The College is developing a new procedure, which will include a weekly review of newly built course sections that will check that the section meets the SU/SR rules.

The College has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95%, that compliance with the reporting of certified hours is between 95% and 100% accurate. (Note: the statistical margin of error or confidence interval is 5%.)

Compliance Recommendation: In order to meet ICCB requirements for credit hour claim reporting, the College must implement processes that assure course sections are reviewed and appropriately adjusted based on the funding source. The College must also work with ICCB on the computation of the financial impact and any payback for the FY17-FY21 hours claimed inappropriately.

College Response:

DACC employed an Ellucian consultant to develop a query to ensure that all course sections are coded under the correct funding category (SU or SR). The query developed runs a check once a week and informs course section builders if a recently added section is registering an exception to the SU/SR rules in place. At that point, the course section builder is directed to consult with the Vice President of Finance to determine if the course section falls under the SU or SR guidelines. Identifying the miscoded field early will ensure that the College submits the SUSR reports correctly in the future.

Advisory Recommendation: The ICCB recommends the College clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

1b. Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50% or more of the program costs from unrestricted funds.

To determine the College's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50% of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

1c. Student Residency

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

The review found that the College was using a 10-day measure for in-district residency instead of the 30-day requirement. This appears to have been implemented in 2017. Following the on-site meeting with ICCB staff, the College completed an enrollment audit to determine the impact. The audit found that the students' credit hours were reported accurately. The College updated the residency requirement in the catalog and internal procedures to implement the 30-day requirement. This change has also been reflected on documents at the College's website.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends the College review the mechanisms utilized for staying up to date with new and revised laws and regulations.

1d. Course Repeats

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

Compliance Recommendation: None.

1e. Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the College's website confirms that the Board of Trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For Fiscal Years (FY) 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions will be addressed, evidence of corrective action plans (CAP) will be reviewed by ICCB staff for all findings. However, there were no findings noted over the four-year period.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The College submitted its 2021 Facilities Master Plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The College maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the College failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employment Contracts

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and

made available to the public. According to 23 IL Adm Code 23, Section 1501.803 (a), the limitation of severance pay may not exceed an amount greater than 20 weeks of compensation.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. There are several contractual employee positions. Board meeting minutes and public notices were also reviewed.

The employment contracts met all specifications, except for one contract where the requirements regarding severance pay do not comply with the administrative rules and 5 ILCS 415/10. Only one contract with severance provisions was identified. The employment contracts met all notice provisions required by law.

Compliance Recommendation: The College must amend the severance clause for the employment agreement to follow 23 IL Adm Code, Section 1501.803 (a) and 5 ILCS 415/10.

College Response: At its December 15, 2022, meeting, the Danville Area Community College Board approved an addendum to the president's contract that modifies the current contract so that the severance allowance complies with State law so that it "may not exceed 20 weeks of compensation." The addendum was subsequently signed by the Board chair, DACC president, and witnessed by the Board secretary. A copy of this addendum has been forwarded to your attention.

4. INSTITUTIONAL RESEARCH/REPORTING

1. General Reporting Requirements (Focused finance items are covered in Section 3d Part C.) The latest five years of Illinois Community College Board (ICCB) data submissions by Danville Area Community College were reviewed—generally this includes fiscal years (FY) 2017-2021 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 2021 is up to \$59,017 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 Family 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the FY 2019 and FY 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Danville Area Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the FY 2021 submission was finalized eleven days late, the FY 2019 submission was two days late, the FY 2018 submission was two weeks late, and the FY 2017 submission was finalized six days past the reporting deadline. The submissions took between four and seventeen 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 Highest Degree Previously Earned ranged between four percent and nine percent across the five years reviewed. The proportion of records with Pell Recipient ranged between thirteen and seventeen percent across the five years reviewed. The proportion of records with Subsidized Stafford Recipient was less than four percent across the four years reviewed. 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. Danville Area Community College met the reporting deadline in four of the five years reviewed; the FY 2017 submission was finalized nearly two weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from four to thirteen, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the FY 2018 submission contained two critical errors. This data was verified by college officials as valid and accurate. 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 in four of the five years reviewed; there were fewer completions reported on the FY 2020 submission, but this was due to optional reporting of adult education completions on the A1 and not the A2. 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 Course (AC)** data submission began in fiscal year 2011. Danville Area Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from three to eight, 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).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from four to seven, and there were no critical errors in the final submissions in three of the five years reviewed; the FY 2019 and 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Danville Area Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; there was a large discrepancy with the FY 2021 submission (291 records), the FY 2019 submission (169 records), the FY 2018 submission (102 records), and with the FY 2017 submission (61 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Danville Area Community College data submissions met the reporting deadline in four of the last five fiscal years; the FY 2017 submission was finalized three days past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than three percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between fourteen percent and seventeen percent across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the FY 2017 submission was finalized two weeks late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in three of the past five fiscal years; the FY 2019 submission was finalized four days late, and the FY 2018 submission was finalized about three weeks past the reporting deadline. The number of submissions required to finalize these data ranged from four to twelve. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in five of the past five fiscal years. 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 **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Danville Area Community College met the submission deadline in four of the past five years reviewed; the FY 2019 submission was finalized three days late. The number of submissions needed to finalize the data ranged from four to nine. 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. Danville Area Community 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.

Advisory (Quality) 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 Danville Area Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**.

Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	06/11/20	07/10/19	07/09/18	07/13/17	07/18/16
# Submissions to Final	2	3	3	3	1
Timeliness	on time	on time	on time	on time	3 days late
Duplicated Head Count	1299	1463	1853	1596	1520
Unduplicated Head Count	554	614	816	785	724
# Error Codes in Final Submission	2	2	3	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	4.77 percent	4.51 percent	4.85 percent	2.38 percent	2.57 percent

% Unknown Age in Final Submission no value or.	2.77 percent	2.12 percent	2.70 percent	2.26 percent	1.97 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	15.78 percent	13.53 percent	15.49 percent	15.29 percent	17.24 percent

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

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	08/14/20	07/23/19	08/03/18	08/15/17	09/07/16
# Submissions to Final	17	11	13	8	4
Timeliness	11 days late	on time	2 days late	14 days late	6 days late
Head Count (total incl. 0 hrs. enroll.)	5816	5973	6169	6503	7183
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	2	5	8	4
# Critical Errors in Final Submission	0	0	1	1	0
% Records with Errors in Final Sub.	0.03 percent	0.15 percent	1.29 percent	23.23 percent	19.04 percent
% 0 Cumulative GPA in Final Sub.	38.84 percent	39.19 percent	42.10 percent	43.78 percent	45.38 percent
% 0 Cumulative Hours in Final Sub.	38.89 percent	39.19 percent	42.21 percent	44.36 percent	46.11 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	6.83 percent	7.52 percent	4.17 percent	9.06 percent	9.30 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	12.60 percent	15.44 percent	16.81 percent	15.76 percent	15.61 percent

% Subsidized Stafford Recipients in Final Sub. (code 2)	1.81 percent	2.34 percent	3.00 percent	3.23 percent	N/C
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* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/14/20	07/25/19	08/07/18	08/15/17	09/28/16
# Submissions to Final	5	13	4	5	6
Timeliness	on time	on time	on time	on time	13 days late
Record Count (duplicate completions)	691	564	743	750	837
Total Number of Completions from A1	686	591	729	699	790
More Completions on A2 than on A1 or Equal Number	Yes	No	Yes	Yes	Yes
# Error Codes in Final Submission	1	0	1	2	0
# Critical Errors in Final Submission	0	0	0	2	0
% Records with Errors in Final Sub.	0.58 percent	0.00 percent	2.69 percent	22.27 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	5.79 percent	5.67 percent	7.67 percent	6.40 percent	6.69 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

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	07/09/20	07/25/19	08/08/18	08/25/17	08/26/16
# Submissions to Final	3	3	7	6	2
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	5816	5973	6169	6503	7183

Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	5	5	3
# 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 Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/26/20	07/31/19	08/07/18	08/21/17	08/30/16
# Submissions to Final	5	5	3	8	4
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	1	1	2	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.01 percent	0.03 percent	0.00 percent
% Dual Credit in Final	16.64 percent	15.31 percent	13.83 percent	13.58 percent	11.45 percent
% Remedial (PCS 14) in Final	2.40 percent	2.56 percent	3.03 percent	2.92 percent	3.56 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	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/24/20	09/20/19	09/24/18	09/19/17	10/11/16
# Submissions to Final	5	7	4	6	6
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	2171	2644	2620	2645	2666
Discrepancy between E1 & Survey	-291	0	-169	-102	-61
# Error Codes in Final Submission	3	1	3	2	1
# Critical Errors in Final Submission	0	0	1	1	0
% Records with Errors in Final Sub.	0.46 percent	0.41 percent	0.45 percent	0.22 percent	0.15 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	95.85 percent	96.86 percent	97.48 percent	97.16 percent	97.45 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	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/18/20	09/23/19	09/05/18	09/11/17	09/13/16
Timeliness	on time	on time	on time	on time	on time
Head Count	2462	2644	2789	2747	2727
Discrepancy between E1 & Survey	+291	0	+169	+102	+61

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/09/20	10/09/19	10/19/18	11/07/17	10/17/16
# Submissions to Final	5	4	7	12	5
Timeliness	on time	on time	4 days late	22 days late	on time
# Error Codes in Final Submission	4	3	3	4	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.74 percent	3.50 percent	3.85 percent	3.78 percent	4.87 percent
% Unknown Employment Class (8)	17.97 percent	18.47 percent	17.68 percent	15.81 percent	16.38 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/07/20	10/09/19	10/10/18	10/18/17	10/17/16

# 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	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	10/07/20	09/24/19	09/28/18	10/05/17	11/15/16
Timeliness	on time	on time	on time	on time	14 days late

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/19/20	12/11/19	01/18/19	01/19/18	02/09/17
Timeliness	on time	on time	on time	on time	on time

*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/19/20	12/11/19	01/18/19	01/19/18	02/09/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/19/20	12/11/19	01/18/19	01/19/18	02/14/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/19/20	12/11/19	01/18/19	01/19/18	02/09/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	02/01/21	02/25/20	01/29/19	02/16/18	02/07/17
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	02/09/21	01/27/20	01/29/19	02/01/18	02/01/17
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 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	06/03/21	06/02/20	06/20/19	06/13/18	06/13/17
# Submissions to Final	5	4	9	4	4
Timeliness	on time	on time	3 days late	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	4.08 percent	5.42 percent	3.36 percent	4.58 percent	8.02 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	0.26 percent	0.71 percent	1.92 percent	1.53 percent	2.14 percent
% Unknown Employment Class (8)	28.06 percent	25.94 percent	25.48 percent	25.19 percent	23.26 percent

*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.



RECOGNITION REPORT

ROCK VALLEY COLLEGE

December 2022

Illinois Community College Board
Recognition Report
For Rock Valley College
December 2022

Introduction

During fiscal year 2022, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Rock Valley College (RVC), District 511. 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 Rock Valley 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 Rock Valley College's 2021-2022 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

Rock Valley College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.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 16 of the 20 baccalaureate/transfer courses requested. Four of the courses have been withdrawn from the college's offerings. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 16 of 16 active courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The institution maintains full academic control of the units of instruction. Faculty initiate new programs and curriculum modifications, and this involves developing syllabi, writing student learning outcomes, and conducting a labor market analysis. Academic

deans, the Curriculum Committee, and the Vice President and Chief Academic Officer review and approve proposals before being forwarded to ICCB for approval.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Rock Valley 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

Standard 5a-f: Dual Credit.

As part of Rock Valley College's 2021-22 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 2020 and 50 from fiscal year 2021. 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 2020 and 2021, 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 Rock Valley College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

The college's self-study provided a detailed and thorough overview of its findings upon completing the self-study. During fiscal years 2020 through 2021, 40 faculty taught dual credit. Of those reviewed, all instructors (18) teaching 1.1 courses were found to hold the required credentials to teach dual credit. Upon submission of additional faculty credential information, each of the instructors teaching 1.2 courses (22), were found to hold the required credentials to teach CTE dual credit coursework.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, all students were found to have met the pre-requisite and respective placement exam scores to participate in dual credit coursework.

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: None.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. In 2019, the institution launched a new comprehensive plan in response to an HLC monitoring requirement. Departments assess select courses each year so that all courses are assessed at least once across a five-year period. Additionally, the institution has a plan to assess program and institutional outcomes. The institution reports utilize the data to improve curriculum, teaching, and student learning.

Compliance Recommendations: None.

7. Student Evaluation

Rock Valley College has documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals. Faculty and student handbooks were reviewed against college policy and administrative procedure to ensure the practices comply and are in alignment with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college has policies and procedures in place to ensure the hiring of high-quality faculty. The college has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, and relevant discipline specific training, creating accessible instructional materials and pedagogy.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, it was found that each faculty member met the faculty requirements.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Rock Valley 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. Regarding 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.

Compliance Recommendation: None.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following

items were reviewed: the college's self-study, course catalog, and website. Rock Valley College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college catalog, located on the college's website, as well as information on the college's "Joint Agreement Program" webpage include an accurate summation of the CAREER Agreement, which colleges are a part of the agreement, as well as how a student can access it.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Rock Valley College'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. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendation: None.

Advisory Recommendation: In fiscal year 2020's review, it was noted by ICCB reviewers that the program review submission had sections that were missing and/or incomplete for Advising and Adult Education, including English Language Acquisition. As provided in the feedback letter dated September 15, 2021, the ICCB recommends that the college align their current program review schedule with the ICCB program review cycle. The ICCB recognizes that exceptions may have been granted in prior years. The college should provide a review on their Academic Advising services within the fiscal year 2021 submission.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 1A: Advising/Counseling

The advising, counseling, and transfer program at the Rock Valley College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. Thirteen full-time advisors, including a director, are divided across a wide spectrum of

areas such as career and technical advising, athletic advising, retention, and transfer advising. Hours of operation are conducive to meeting the needs of students. The department also incorporates personal and success coaches to help supplement academic and career counseling.

Compliance Recommendation: None.

B: Financial Aid

Rock Valley College provided a holistic review of its Financial Aid Department. The financial aid department is one of several student services offices located in close proximity to provide students with a one-stop-shop. Various outreach events and services are offered throughout the year during and outside of business hours. Students can connect with a representative through various means. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response:

RVC regularly monitors and provides its current loan default rate. Per this recommendation, the college will include it on future recognition reports.

C: Placement

RVC strives to coordinate and facilitate all employment and career planning-related activities in partnership with staff, students, district residents, and current and future employers. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for employment includes using a career coach, portfolio development, resume writing and branding, one-on-one coaching, group training, and individual and small group mock interviews. Presentations of these services are available during regular business hours. The college also has a Career Development Coordinator housed within Disability Support Services. This individual coordinates internships as a liaison to the Workforce Connection and advises students in the Rock Valley Academic Institute for Successful Employment (RAISE) program.

Compliance Recommendation: None.

D: Support Services

Rock Valley College provided a comprehensive and holistic review of its various support services to students. Rock Valley provides various support services to students, which include the Office of Disability, Student Life, TRiO, and veterans' services. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. Access and Disability Services provides students with legally mandated accommodations and additional programming to promote the inclusion and success of students with disabilities. The office works closely with area high schools and provides prospective students and parents with transition information through the College Awareness Program.

The Military and Student Veterans Center is where military and veteran students, faculty, and staff may receive information, assistance, and referrals to college departments and community agencies as they transition to college and the workforce. Veteran's Services is led by a program manager, an Army veteran with more than 15 years of experience and an active community member with ties to local organizations that serve as safe havens for our veteran population.

Compliance Recommendation: None.

Student Programming, Co-Curricular Activities and Support Services for Students.

Rock Valley College provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. According to the college, quality and equity are inextricably linked, and efforts in student programming aim to integrate these priorities. RVC joined the HLC Assessment Academy to formalize and begin implementation of a focused assessment for student learning projects on campus with the support of HLC mentors and scholars.

Compliance Recommendation: None.

Admission of Students and Student Records.

All community colleges in Illinois have an open admissions policy. RVC has clear and comprehensive processes in place for student admission. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 who meet established criteria.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

3a. Credit Hour Claim Verification.

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Rock Valley College on July 6, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 245 students in Fiscal Year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

The college has a documented and verifiable process for determining residency. Classification of credit hours is automated using programming logic. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, driver's license, library card, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the college clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

College Response:

RVC will review the residency policy to ensure that the definition of residency is explicitly reflected.

Midterm Certification.

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent or more of the program costs from unrestricted funds.

To determine the college's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50 percent of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

Student Residency.

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

All residency classifications were documented and determined to be accurate. Based on the review, the college properly classifies students.

Compliance Recommendation: None.

Course Repeats.

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment.

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

4a. Financial Planning

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the college's website confirms that the board of trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

4b. Financial Compliance Annual External Audit

For fiscal years 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings.

There were four findings noted over the four-year period. The CAP for each finding was provided and each appears to be adequate.

Compliance Recommendation: None.

4c. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The college submitted its 2021 Facilities Master Plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports “F3, F6, B3, and R3” for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

4d. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

Copies of employee contracts, renewals, amendments, and extensions were requested for review. Board meeting minutes and public notices were also requested.

Based on the review, there is only one contractual employee position. This is the president’s position. The employment contract met all specifications and notice provisions required by law.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

ACCOUNTABILITY

General Reporting Requirements

(Focused finance items are covered in Section 3d Part C.) The latest five years of Illinois Community College Board data submissions by Rock Valley College were reviewed—generally this includes fiscal years (FY) 2017-2021 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 2021 was up to \$59,017 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 Family 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.

Rock Valley College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Rock Valley College officials have met ICCB deadlines for most submissions. Overall, Rock Valley 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. Rock Valley College's A1 submission met the reporting deadline in one of the past five fiscal years; the FY 2021 submission was finalized 11 days late, the FY 2019 submission was six weeks late, the FY 2018 submission was nearly two months late, and the FY 2017 submission was finalized about one month past the reporting deadline. The submissions took between six and 13 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in four of the five years reviewed; the FY 2020 submission contained less than one percent of records with unknown Degree Objective. Coverage of Highest Degree Previously Earned was also excellent across the years reviewed with less than one to two percent of records with unknown Highest Degree Previously Earned. 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 FY 2018 submission was finalized 13 days late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Rock Valley College met the reporting deadline in three of the five years reviewed; the FY 2018 submission was finalized 12 days late, and the FY 2017 submission was 19 days late. The number of submissions needed to finalize the data ranged from one to six, and final A2

submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent across the years reviewed with less than three percent of records with unknown Race/Ethnicity in each of the five years reviewed. There were more completions on the A2 than on the A1 submission in four of the five years reviewed; there were fewer completions reported on the FY 2017 submission, but this was due to optional reporting of adult education completions on the A1 and not on the A2. 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 Course (AC)** data submission began in fiscal year 2011. Rock Valley College met the reporting deadline in three of the five years reviewed; the FY 2019 submission was finalized eight days late, and the FY 2018 submission was finalized more than three weeks late. The number of submissions needed to finalize the data ranged from two to five, 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).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the FY 2021 submission was finalized nearly two months late. 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. Rock Valley College met the reporting deadline for the **Fall Enrollment Survey** in five 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. Rock Valley College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between two percent and 17 percent across the five years reviewed.

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

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in three of the past five fiscal years; the FY 2019 submission was finalized half a month late, and the FY 2018 submission was finalized

about three weeks past the reporting deadline. The number of submissions required to finalize these data ranged from four to five. The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in four of the past five fiscal years; the FY 2018 submission was finalized three weeks past the reporting deadline. 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 **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Rock Valley College met the submission deadline in three of the past five years reviewed; the FY 2019 submission was finalized one day late, and the FY 2017 submission was finalized five days past the reporting deadline. The number of submissions needed to finalize the data ranged from four 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. Rock Valley 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 four of the past five fiscal years; the FY 2017 submission was finalized two weeks past the reporting deadline. 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 Recommendations: None.

Advisory (Quality) 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 Rock Valley College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**.

College Response:

RVC will continue to submit timely, accurate, and complete requisite data. Furthermore, internal barriers that have impeded timeliness in submission of A1 data will be explored so that consistent timely submission can be achieved.

Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	07/08/20	07/02/19	07/11/18	07/11/17	07/06/16
# Submissions to Final	2	4	2	4	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	14027	17038	19462	20030	23534
Unduplicated Head Count	8647	9646	11304	11658	13647
# Error Codes in Final Submission	3	3	5	6	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.00 percent	1.24 percent	38.83 percent	40.61 percent	1.06 percent
% Unknown Age in Final Submission no value or.	0.08 percent	0.12 percent	0.36 percent	0.24 percent	0.34 percent
% Unknown Age in Final Submission unknown	0.06 percent	0.02 percent	0.01 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	17.41 percent	16.24 percent	1.72 percent	16.75 percent	15.20 percent

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

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	08/14/20	08/01/19	09/12/18	09/25/17	10/05/16
# Submissions to Final	7	7	8	13	6
Timeliness	11 days late	on time	42 days late	55 days late	34 days late
Head Count (total incl. 0 hrs. enroll.)	9967	10102	10598	11799	12467
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	5	5	2	3	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.52 percent	0.27 percent	0.29 percent	0.08 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	18.05 percent	19.31 percent	19.23 percent	19.34 percent	19.23 percent
% 0 Cumulative Hours in Final Sub.	17.91 percent	19.17 percent	19.01 percent	19.20 percent	18.91 percent
% Unknown Degree Obj. in Final	0.00 percent	0.01 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	1.40 percent	1.03 percent	1.15 percent	0.68 percent	0.49 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	19.62 percent	19.56 percent	20.34 percent	21.80 percent	22.17 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	2.50 percent	2.66 percent	2.95 percent	3.06 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/17/20	08/01/19	08/31/18	09/13/17	10/04/16
# Submissions to Final	2	2	1	1	6
Timeliness	on time	on time	on time	12 days late	19 days late
Record Count (duplicate completions)	1707	1947	2139	2288	2553
Total Number of Completions from A1	1679	1922	2108	2250	2862
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	No
# 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	2.93 percent	2.36 percent	1.96 percent	1.49 percent	1.45 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

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	08/14/20	08/02/19	08/31/18	09/14/17	09/01/16
# Submissions to Final	1	2	1	2	1
Timeliness – Data Due	on time	on time	on time	13 days late	on time
Head Count in Final Submission	9967	10102	10598	11799	12467
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	1	3	3	0
# 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 Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/25/20	08/01/19	09/12/18	09/25/17	09/12/16
# Submissions to Final	5	3	2	5	2
Timeliness	on time	on time	8 days late	24 days late	on time
# Error Codes in Final Submission	0	0	1	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	0.01 percent	0.00 percent
% Dual Credit in Final	6.33 percent	6.99 percent	7.25 percent	6.32 percent	6.41 percent

% Remedial (PCS 14) in Final	7.52 percent	8.43 percent	8.33 percent	8.20 percent	7.97 percent
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* 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	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	11/25/20	09/25/19	09/19/18	09/27/17	09/29/16
# Submissions to Final	4	3	1	5	4
Timeliness	55 days late	on time	on time	on time	on time
Head Count in Final Submission	5762	6092	6244	6378	7699
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	4	2	4	0	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.39 percent	0.06 percent	0.16 percent	0.00 percent	0.02 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	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/09/20	09/04/19	09/12/18	09/20/17	09/19/16
Timeliness	on time	on time	on time	on time	on time
Head Count	5762	6092	6244	6378	7699
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	2021	2020	2019	2018	2017
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Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/15/20	10/10/19	10/30/18	11/07/17	10/13/16
# Submissions to Final	5	4	5	4	4
Timeliness	on time	on time	15 days late	22 days late	on time
# Error Codes in Final Submission	3	4	3	2	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	6.02 percent	6.90 percent	5.42 percent	2.99 percent	4.59 percent
% Unknown Employment Class (8)	0.00 percent	0.14 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/15/20	10/15/19	10/15/18	11/14/17	11/07/16
# Submissions to Final	1	1	1	2	1
Timeliness	on time	on time	on time	21 days late	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	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	10/20/20	10/25/19	10/12/18	10/11/17	10/12/16
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/17/20	01/07/20	01/31/19	01/23/18	03/08/17

Timeliness	on time	on time	on time	on time	on time
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*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/17/20	01/07/20	01/31/19	01/23/18	03/08/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/18/20	01/15/20	02/01/19	01/25/18	03/08/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/17/20	01/07/20	02/01/19	01/23/18	03/08/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	01/28/21	02/28/20	02/01/19	02/08/18	02/22/17
Timeliness	on time	on time	on time	on time	14 days late

*Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	02/08/21	01/29/20	01/31/19	01/25/18	01/26/17
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 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	06/15/21	06/12/20	06/18/19	06/15/18	06/20/17
# Submissions to Final	5	5	5	4	4
Timeliness	on time	on time	1 day late	on time	5 days late
# Error Codes in Final Submission	3	4	2	1	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	9.58 percent	8.39 percent	12.40 percent	9.47 percent	6.14 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.43 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	1.55 percent	1.28 percent	1.17 percent	1.11 percent	1.02 percent
% Unknown Employment Class (8)	0.15 percent	0.14 percent	0.58 percent	0.16 percent	0.15 percent

*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

UNAPPROVED

Agenda
454th Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

January 27, 2023

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 27, 2023, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:08 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Craig Bradley, Terry Bruce, An-Me Chung, Sylvia Jenkins, Larry Peterson, Nick Kachiroubas, and Rene Juarez-Cuevas, Student Board member, were present. Teresa Garate was absent. A quorum was declared.

Item #2 - Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Chair Lopez welcomed everyone to the January 27th Board meeting. He welcomed new Board Member Maureen Banks, who is also a Trustee at Parkland College. The Board is glad to see an appointment for the Trustees, as they are obviously such an important part of the system and a constituency that the ICCB serves.

On behalf of the Board, Chair Lopez thanked Paige Ponder for her service to the Board. Paige resigned this past week, due to her appointment to the Chicago Public Schools Board where she will be assisting with the transition of that Board to an elected board over the next two years. He also thanked member Craig Bradley for stepping in to Chair the Academic AWS committee this morning.

Chair Lopez went on to announce the IBHE submitted the budget to the Governor and General Assembly. The IBHE The Illinois Board of Higher Education has the statutory requirement that they submit a budget recommendation to the Governor's Office and General Assembly on behalf of all of higher education. This includes their agency, ICCB (inclusive of the community colleges), ISAC, the Public Universities, and IMSA, and a few other higher education entities. The Governor's Budget address is scheduled for February 15th.

The Board is glad to see an uptick in enrollment on the fall-to-fall enrollment report. As things even out again on campuses, there is hoped to see this upward trend continuing. As colleges move forward, it is important to learn lessons from the pandemic, which colleges are already doing. Examples of hybrid courses, elevated rates of online education, and a greater use of simulations in the classroom are continuing.

Student mental health is one of the areas that are seeing an ever-increasing need for attention. The General Assembly appropriated funds in a supplement for implementation of the Mental Health Early Action on Campus Act. The fact that the General Assembly recognizes this and is providing support for it to campuses will provide some of the resources that the colleges need to assist students with their mental health needs, a key component to ensuring that students are able to be successful in postsecondary education.

Finally, the Board will hear a mid-year update on the Board Goals.

Item #2.1 - Attendance by Means other than Physical Presence

There were no Board members who called into the meeting.

Item #3 - Board Member Comments

The members welcomed new member Banks, and each briefly gave a description of their backgrounds.

Item #3.1 – Illinois Board of Higher Education Report

Dr. Sylvia Jenkins stated the meeting was hybrid and at the Governor's State University. During this meeting, the Board heard a presentation on the Closing Equity Gaps and Meeting Student Needs: Work Underway by Dr. Guiyou Huang, President, Western Illinois University and Dr. Brian Caputo, President, College of DuPage, as well as, approving several items.

Item #4 – Executive Director Report

Executive Director Brian Durham began by welcoming new member Maureen Banks. He went on to thank former Board member Paige Ponder for her dedicated years of service to the Board and Illinois Community College System. He congratulated Chair Lopez on his new role as the Interim Superintendent, High School District 214. On behalf of the ICCB he also went on to thank and congratulate Ginger Ostro from IBHE on submitting the higher education budget to the Governor's Office. Now, the Board will hear a mid-year update on the Board Goals.

Item #4.1 - Illinois Community College Board Goals Update

Illinois Community College Board staff periodically update the Board on the agency's progress toward the three adopted goals. Each year, the January Board meeting provides an opportunity to share a midyear update on progress toward the goals. A presentation was given during the meeting on the progress toward the goals.

At this time, the Board took a break at 10:30 a.m. and returned at 10:42 a.m.

Item #5 - Advisory Organizations

Item #5.1 - Student Advisory Council

Student Board member, Rene Juarez-Cuevas, stated at the council's last meeting they discussed to advocate more money for mental health services on campuses, formed a committee to choose the student Board member replacement. This will be done at the March meeting. Advocacy day will be held in Springfield in April. Finally, he stated that he will be attending the Community College National Legislative Summit in Washington, D.C. in February.

Item #5.2 - Illinois Community College Faculty Association

There was no report given.

Item #5.3 – Illinois Community College Trustees Association

Mr. Jim Reed began by congratulating new Board member Maureen Banks, who is also a trustee on the Parkland College Board. At their last meeting the Association discussed the upcoming National Legislative Summit that will be held in February in Washington, D.C., Lobby Day which will be held May 3rd in Springfield, legislative priorities, and the community college baccalaureate.

Item #6 - Committee Reports

Item #6.1 - Finance, Budgeting, Accountability and External Affairs

The committee met on the morning of January 27th at 8:00a with Larry Peterson, Sylvia Jenkins, Terry Bruce, An-Me Chung, Matt Berry, Jennifer Franklin, and Nathan Wilson. The following items were discussed: Public Relations and Marketing Update, the adoption of Spring 2023 Legislative Agenda, Spring 2023 Legislative Update, IBHE's Fiscal Year 2024 Higher Education Budget Recommendations, Finance Advisory Committee Meeting, and ICCB Underrepresented Groups Report.

Item #6.1a - Spring 2023 Legislative Agenda

Terry Bruce made a motion, which was seconded by Craig Bradley, to approve the following item:

The Illinois Community College Board hereby approves the following Spring 2023 Legislative Agenda and authorizes board staff to introduce legislation to enact this agenda:

1. Mandated Transfer of Illinois Articulation Initiative (IAI) Major Courses
2. Statutory Codification of the community college CAREER Agreement.

The motion was approved via unanimous voice vote. Student board member vote: yes.

Item #6.2 - Academic, Workforce, and Student Support

The committee met on the morning of January 27th at 8:00a with Teresa Garate, Nick Kachiroubas, Craig Bradley, Rene Juarez-Cuevas, Jennifer Foster, Marcus Brown, Whitney Thompson, and Jeff Newell. The following items were discussed: Mental Health Early Action on Campus Act, GED Price Increase – being voted on during the meeting, GED 3 of 4 Campaign, Early Childhood Scholarship Update; and the New Units on the agenda for approval.

Item #6.2a - Memorandum of Understanding GED® Testing Service - GED® Test Increase

Nick Kachiroubas made a motion, which was seconded by Maureen Banks, to approve the following item:

The Illinois Community College Board approves the increase cost of the GED® Testing fee to \$144.00 effective July 1, 2023.

The motion was approved via unanimous voice vote. Student board member vote: yes.

Item #7 - New Units

Craig Bradley made a motion, which was seconded by Sylvia Jenkins, to approve the following items:

Item #7.1 - Danville Area Community College, Elgin Community College, Illinois Central College, Rock Valley College, Southwestern Illinois College

The Illinois Community College Board hereby approves the following permanent new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Danville Area Community College

- Cancer Register Management Certificate (45 credit hours)

Elgin Community College

- Respiratory Care A.A.S. degree (72 credit hours)

Illinois Central College

- Construction Management Technology A.A.S. degree (60 credit hours)
- Construction Management Certificate (33 credit hours)

Rock Valley College

- Mechatronics A.A.S. degree (60 credit hours)

Southwestern Illinois College

- Film and Video A.A.S. degree (62 credit hours)
- Video Production Certificate (30 credit hours)
- Medical Surgical Technology A.A.S degree (60 credit hours)

The motion was approved via unanimous voice vote. Student board member vote: yes.

Item #8 - Recognition of the Illinois Community Colleges

Terry Bruce made a motion, which was seconded by Craig Bradley to approve the following items:

Item #8.1 – Kaskaskia College

The Illinois Community College Board hereby grants a status of “recognition continued” to the following district:

Kaskaskia College, District 501

The motion was approved via unanimous voice vote. Student board member vote: yes.

Item #9 - Adoption of Minutes

Terry Bruce made a motion, which was seconded by Sylvia Jenkins, to approve the following motion:

Item #9.1 - Minutes of the December 1, 2022 Board Workshop

The Illinois Community College Board hereby approves the Board minutes of the December 1, 2022, meeting as recorded.

Item #9.2 - Minutes of the December 2, 2022 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the December 2, 2022, meeting as recorded.

The motion was approved via unanimous voice vote. Maureen Banks abstained to both items #9.1 and #9.2. Nick Kachiroubas abstained to only item #9.1. Student board member vote: yes.

Item #10 - Consent Agenda

Maureen Banks made a motion, which was seconded by Larry Peterson, to approve the following items:

Item #10.1 - Statewide Articulation Agreement with the Bellview University

The Illinois Community College Board hereby approves the agreement between the Illinois Community College Board and Bellevue University.

Item #10.2 - Saluki Step Ahead Agreements

Item #10.2a - Carl Sandburg College, College of DuPage, Highland Community College, Lake Land College, McHenry County College, Prairie State College, Richland Community College

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and Carl Sandburg College, College of DuPage, Highland Community College, Lake Land College, Prairie State College, and Richland Community College.

Item #10.3 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #10.3a - Dual Credit

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

**TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD
PART 1501 ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SECTION 1501.313 DUAL CREDIT**

Section 1501.313 Dual Credit

- a) Dual credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet the following requirements:
 - 1) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission, and local college policies that apply to courses, instructional procedures, and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty and staff associated with these courses.
 - 2) Instructors. The instructors for these courses shall be selected, employed and reviewed by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level.
 - A) For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which the instructors will be teaching.
 - ~~B)~~ High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection (a)(2) *to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education.*
 - ~~B)C)~~ *For a high school instructor entering into a professional development plan by December 31, 2022, to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*
 - i) *The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*

- ii) *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*
- iii) *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or*
 - *Has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach; and*
 - *Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan. [110 ILCS 27/20(1)(B)]*

iv) *The provisions of this subsection (a)(2)(B) and (C) shall not apply after December 31, 2022.*

D) *For a high school instructor entering into a professional development plan on or after January 1, 2023, to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*

- i) *The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*
- ii) *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*
- iii) *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion as outline in the professional development plan.*

E) *For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.*

~~C)A) For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.~~

- 3) Qualification of Students. Students accepted for enrollment in college- level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.
 - 4) Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.
 - 5) Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.
 - 6) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
 - 7) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.
- b) *A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.*
- 1) *A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act [110 ILCS 152] as a dual credit course on the campus of a high school of the school district and may use a high school instructor who has met the academic credential requirements under this subsection (b) to teach the dual credit course. [110 ILCS 27]*
 - 2) The partnership agreement shall include ~~all of~~ all the following:
 - A) definition of roles and responsibilities for both the college and the high school;
 - B) the dual credit courses that the high school district will offer its students and location of courses;

- C) criteria for eligibility for high school students to enroll in dual credit coursework;
 - D) limitations that the college or school district may have on course offerings;
 - E) requirements for academic credentials for dual credit instructors, consistent with ICCB rules and Higher Learning Commission standards;
 - F) criteria by which the school district shall identify, and the college review and approve, high school instructors of dual credit on the high school campus;
 - ~~F)G)~~ the collaborative process and criteria by which the community college district and the school district will work to ensure students with disabilities have access to dual credit;
 - ~~G)H)~~ criteria as to how the college will take appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college; and
 - ~~H)I)~~ identification of costs associated with the dual credit course.
- 3) The college shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses.
- 4) A partnership agreement entered into, amended, renewed, or extended after the December 31, 2022, shall allow a high school student who does not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. Instructors, in coordination with their higher learning partner, may differentiate instruction by credit section. However, this shall not be construed to allow the award of dual credit to a student who does not meet the requirements of the partnership agreement.
- A) High schools shall establish procedures, prior to the first day of class, to notify all individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course.
- ~~H)B)~~ The expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework are set according to the standards of the community college.
- ~~3)5)~~ If, within 180 calendar days after the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement on the partnership agreement, then the school district and community college district shall jointly implement the provisions of the Model Partnership Agreement, published on the ICCB website. [110 ILCS 27/16]

6) A college may combine its negotiations with multiple high schools to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.

c) *Within 15 days after entering into or renewing a partnership agreement, the institution shall notify its faculty of the agreement, including access to copies of the agreement if requested.*

e)d) *The ICCB shall provide a report annually on its website that reports on aspects of professional development plans as specified in P. A. 102-1077.*

(Source: Added at 44 Ill. Reg. 18680, effective November 13, 2020)

The motion was approved via unanimous voice vote. Student board member vote: yes.

Item #11 - Information Items

There was no discussion.

Item #11.1 - Fiscal Year 2023 Financial Statements

Item #11.2 - Spring 2023 Legislative Update

Item #11.3 - Illinois Workforce Innovation and Opportunities Act PY2021 Final Performance Narrative Report

Item #11.4 - Diversity, Equity, Inclusion, and Access Plan

Item #11.5 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #12 - Other Business

There was no other business.

Item #13 - Public Comment

There was no public comment.

Item #14 - Executive Session

The Board did not enter into Executive Session.

Item #15 - Executive Session Recommendations

There were no recommendations.

Item #16 - Adjournment

Craig Bradley made a motion, which was seconded by Terry Bruce, to adjourn the Board meeting at 11:27 a.m.

The motion was approved via unanimous voice vote. Student board member vote: yes.

Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENT BETWEEN SOUTHERN ILLINOIS
UNIVERSITY CARBONDALE AND MCHENRY COUNTY COLLEGE**

The Illinois Community College Board (ICCB) signed a statewide agreement with Southern Illinois university at Carbondale (SIUC) in September 2021 on behalf of community colleges to ensure a more seamless transfer to SIUC in six majors. The transfer areas are online and allow students to complete their baccalaureate degree within 2 years full time study. The students are also provided with a \$4,000 scholarship each year with continued successful enrollment. The degree areas include a combination of Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences programs.

Individual community colleges have signed individual agreements with SIUC. The individual agreements lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community colleges who have subsequently signed individual agreements with SIUC are provided for approval. They are:

- McHenry County College

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and McHenry County College

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between McHenry County College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

MCC Contact:

Julie Sherwood
Articulation and Transfer
Coordinator
McHenry County College
8900 US Highway 14
Crystal Lake, IL 60012
Phone: 815/479-7654
jsherwood5066@mchenry.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

McHenry County College



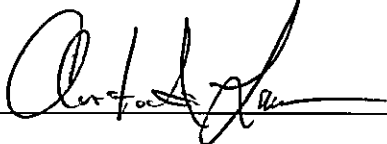
07-11-22

Dr. Clint Gabbard

Date

President

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

1-23-23
Date

Chancellor

Southern Illinois University Carbondale

Illinois Community College Board

**APPOINTMENT OF NEW MEMBER TO ILLINOIS COMMUNITY COLLEGE BOARD
MIS/RESEARCH AND ILLINOIS LONGITUDINAL DATA SYSTEM ADVISORY
COMMITTEE DUE TO A VACANCY**

The Executive Director, as authorized by the Illinois Community College Board (ICCB), appoints representatives to the ICCB advisory committees. The Management Information System (MIS)/Research and Illinois Longitudinal Data System Committee is currently utilized by staff for insight and review of data and research activities. Appointments are for three-year terms with consecutive terms allowable.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to make the below appointment due to a vacancy on the MIS/Research and Illinois Longitudinal Data System Advisory Committee.

April Teske, Executive Director of Institutional Effectiveness,
Shawnee Community College (2024)

BACKGROUND

The MIS/Research and Illinois Longitudinal Data System Advisory Committee performs a critical service to the Illinois Community College Board. The committee, working with the Deputy Director for Research and Information Technology and Associate Deputy Director for Research and Analytics, reviews issues pertaining to research activities and data collection, and approves data protection agreements as necessary.

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE
OPERATIONS**

ICCB policy requires contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require the Executive Director to notify the Board Chair before execution, and those under \$5,000 require no Board approval or notification. At the beginning of the fiscal year, all known contracts were presented to the Board for approval based on estimated costs. Contracts that exceeded original estimates by more than 10% or were not previously recommended for Board approval on the June 17, 2022 agenda are listed below.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year
2023 contractual agreements:

<u>Funding Source</u>	<u>Contractor</u>	<u>Original Estimate</u>	<u>Actual Cost</u>	<u>Contract Period</u>	<u>Description</u>
001 - GED	Turn-Key Solutions International, Inc.	\$214,290.00	\$247,289.50	7/1/22-6/30/23	Sole Source Provider: High School Equivalency Testing Data submission to federal government. *An amendment to the contract is necessary to add additional scope of work and increased cost to adjust for HiSET data changes and redeveloping the Illinois High School Equivalency Portal.
339 - Contracts & Grants	Mursion	\$24,000.00	\$48,000.00	2/1/23-1/31/24	Access to Mursion Software: Immersive virtual reality training *The increase is due to a change in provider's service rates. The prior year estimate was based on a flat subscription fee; the provider currently charges hourly for subscriptions.
001 – Admin	Sorling	Not Applicable	\$40,000.00	7/1/22-6/30/23	Sole Source Provider: Legal consultant for ICCB Board Operations *Prior year contracts did not meet the \$20,000 threshold. The increase for this year is to ensure sufficient capacity for legal services.

Item #12.3
March 24, 2023

001 – EDP	Kyndryl	Not Applicable	Cost not to exceed \$48,000.00	7/1/22-6/30/23	Sole Source Provider: Technology consulting for Virtual Environment design. *This is a new contract for 2023 that was not previously approved by the Board.
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Illinois Community College Board

**CONTRACTUAL AGREEMENT BETWEEN KASKASKIA
COLLEGE AND PARKLAND COLLEGE**

The Illinois Community College Board is requested to approve the Contractual Agreement between Kaskaskia College (KC) and Parkland College (Parkland).

This Contractual Agreement is intended to allow both parties to enhance agriculture educational opportunities and make instruction for these courses more accessible to the student bodies in both community college districts. Students from both districts will be able to register for precision agriculture courses offered through Parkland or animal science courses through KC. These students will be charged at the in-district tuition rate (like the operation of the CAREER Agreement). The credit granting institution will collect the tuition and fees, as well as claim the credit hours generated for state apportionment. This agreement shall not affect any prior agreements in place and does not extend to courses offered outside of the precision agriculture and animal sciences courses stated above.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Contractual Agreement between Kaskaskia College and Parkland College to offer animal science courses and precision agriculture courses, respectively, to students in either college's district charging the in-district tuition rate.

Kaskaskia College and Parkland College

Contractual Agreement

Kaskaskia College (KC) and Parkland College (Parkland) will enter into an agreement for instruction at the KC Main Campus and Parkland Main Campus, such agreement beginning with the Fall 2020 Semester, which starts August 1, 2020. With this agreement, both parties have the intent to enhance agriculture educational opportunities and make instruction more convenient and accessible to students of both community college districts. The parties, in consideration of the mutual undertakings, agree as follows:

1. Students from KC District 501 or Parkland District 505, will be allowed to register for Precision Ag courses offered at Parkland or the Animal Science courses at KC Main Campus, and will be charged at the in-district tuition and fee rate of the student's home college for all courses taken at either location. The student's home college shall be defined as the College District in which the student resides at the time the courses are taken. The host college shall be defined as the college providing the instruction.
2. The credit granting institution will be the host institution offering the course, providing the facilities, and paying for the instructor and all associated cost for the course.
3. Students will be registered in the Student Information System by the credit granting institution and will be coded accurately in regard to residency. (Parkland students attending the KC Main Campus and KC students attending the Parkland Main Campus will be coded and reported as out-of-district students with a special flag or indicator causing the out-of-district tuition to be waived).
4. The credit granting institution will collect the tuition and fees, as well as claim the credit hours generated for state apportionment. The credit granting institution will report all contractual agreement credit hours back to the home college district so they may claim the equalization.
5. Students attending at either location will abide by the host college's policies and procedures, which include, but are not limited to, the student handbook, student code of conduct, and textbooks.
6. Financial Aid issues will be coordinated between the Financial Aid Directors at Parkland and KC, and textbook issues will be coordinated between the Bookstore Managers at Parkland and KC.
7. Student life, activities, and academic support services will be available at the host institution to all students under this agreement.
8. This agreement shall not affect any other agreements that were previously in place between Parkland and KC in any way. In any situation where any provision of this agreement conflicts with any provisions or other agreements that were previously in place between Parkland and KC, the previous agreement(s) shall supersede this agreement.
9. This agreement does not extend to courses offered outside the Precision Ag and Animal Science programs at any facilities within Parkland District 505 or KC District 501.

KC Responsibilities:

1. KC will assist Parkland in the promotion and recruitment of students for the Precision Ag and Animal Science program by distributing printed materials, providing mailing lists and contact information of interested students, and advising current and potential students of this degree program option.
2. KC will include information on their website promoting the Precision Ag program option.
3. KC will list Parkland as a partner on its website and catalog.
4. KC shall, in communication with Parkland, develop their Precision Ag program curriculum and select Precision Ag introduction courses to prepare students for transfer into Parkland's Precision Ag program.
5. KC shall assure that each of its relevant faculty members is qualified and appropriately certified to instruct in the required curriculum consistent with the Precision Ag and Animal Science program and institutional accreditation requirements.
6. KC shall, at the commencement of a student's introduction to Precision Ag courses at KC, provide the student, who is transferring into Parkland's Precision Ag program, with an orientation of Parkland's policies, rules, regulations, standards, and practices relevant to the Precision Ag students in Parkland's program.
7. KC, in its sole discretion and upon consultation with Parkland, may dismiss a student whose conduct results in failure from the Animal Science program, including but not limited to unsatisfactory academic performance and violation of program policies and procedures.

Parkland's Responsibilities:

1. Parkland will assist KC in the promotion and recruitment of students for the Precision Ag and Animal Science program by distributing printed materials, providing mailing lists and contact information of interested students, and advising current and potential students of this degree program option.
2. Parkland will include information on their website promoting the Animal Science degree program option.
3. Parkland will list KC as a partner on its website and catalog.
4. Parkland shall, in communication with KC, develop their Animal Science program curriculum and select Animal Science introduction courses to prepare students for transfer into KC's Animal Science program.
5. Parkland shall assure that each of its relevant faculty members is qualified and appropriately certified to instruct in the required curriculum consistent with the Precision Ag and Animal Science program and institutional accreditation requirements.
6. Parkland shall, at the commencement of a student's introduction to Animal Science courses at Parkland, provide the student, who is transferring into KC's Animal Science program, with an orientation of KC's policies, rules, regulations, standards, and practices relevant to the Animal Science students in KC's program.

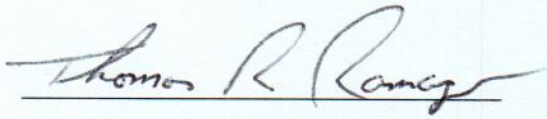
7. Parkland, in its sole discretion and upon consultation with KC, may dismiss a student whose conduct results in failure from the Precision Ag program, including but not limited to unsatisfactory academic performance and violation of program policies and procedures.

Additional Agreements:

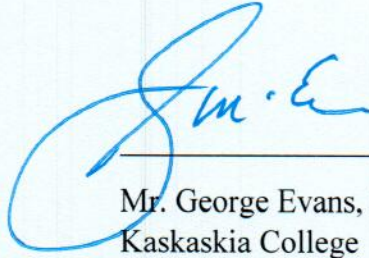
1. Both parties shall maintain all necessary and required accreditations with the appropriate accreditation agencies. In the event either party's accreditation is revoked or otherwise limited, all participating students shall be accommodated to the extent possible at the institution that remains appropriately accredited.
2. KC agrees to hold harmless and indemnify Parkland, its officers, agents, trustees, and employees against any losses, damages, judgments, claims, expenses, costs and liabilities imposed upon or incurred by or asserted against KC, its officers, agents, trustees or employees, including reasonable attorneys' fees and expenses, arising out of the acts or omissions of KC, its officers, agents or employees, under this Agreement.
3. Parkland agrees to hold harmless and indemnify KC, its officers, agents, trustees, and employees against any losses, damages, judgments, claims, expenses, costs and liabilities imposed upon or incurred by or asserted against Parkland, its officers, agents, trustees or employees, including reasonable attorneys' fees and expenses, arising out of the acts or omissions of Parkland, its officers, agents or employees, under this Agreement.
4. No agreements concerning the transfer or exchange of any asset of either party is intended or implied by this memorandum. KC and Parkland are separate and independent institutions of higher education and by this agreement both will continue to operate as separate institutions. The administrators of KC and Parkland are authorized to sign, prepare and implement plans of action and procedures necessary to effect this agreement.
5. In no event shall either party be liable for any incidental, indirect, special or consequential damages, including, but not limited to, loss of use, revenue, profit or savings.
6. This Agreement is executed by an authorized representative of each party in the representative's official capacity only and the representative shall have no personal liability under this Agreement.
7. Any modifications and amendments to this agreement must be in writing and signed by authorized agents of both parties.

This partnership agreement will be reviewed annually by the Parkland Executive Vice President and the KC Vice President of Instructional Services. Either partner college may terminate this agreement with a sixty-day written notice to the other partner college.

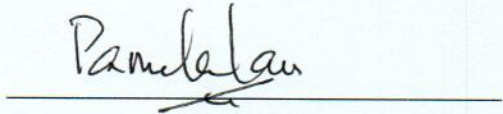
IN WITNESS WHEREOF, the undersigned parties, by and through their duly authorized officers, agreed upon this 24th day of August 2020.



Dr. Thomas Ramage, President
Parkland College



Mr. George Evans, President
Kaskaskia College



Dr. Pam Lau, Executive Vice President
Parkland College



Dr. Ashley Becker, Vice President
Kaskaskia College

**Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
July 1, 2022 - February 28, 2023**

	FY 2023 Appropriation	Year -to-Date Expenditures	%
			Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 97,823,300	\$ 60,707,766	62.1%
ADULT EDUCATION	35,582,100	29,105,022	81.8%
GED TESTING PROGRAM	1,148,000	626,120	54.5%
CAREER & TECH EDUCATION	18,972,900	18,238,514	96.1%
OFFICE ADMINISTRATION	2,638,600	1,584,984	60.1%
TOTAL	\$ 156,164,900	\$ 110,262,406	70.6%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 158,131,300	\$ 101,947,233	64.5%
TOTAL	\$ 158,131,300	\$ 101,947,233	64.5%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 87,000,000	\$ 4,114,866	4.7%
GED TESTING FUND	100,000	8,820	8.8%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	79,177,500	75.0%
TOTAL	\$ 192,770,000	\$ 83,301,186	43.2%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 30,257,918	\$ 8,424,633	27.8%
FEDERAL CAREER & TECH ED FUND	20,142,082	3,669,135	18.2%
FEDERAL CURES FUND	10,000,000	1,270,944	12.7%
ICCB FEDERAL TRUST FUND	525,000	168,043	32.0%
TOTAL	\$ 60,925,000	\$ 13,532,755	22.2%
GRAND TOTAL, ALL FUNDS	\$ 567,991,200	\$ 309,043,580	54.4%

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2022 - February 28, 2023

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,928,700	\$ 10,446,525	75.0%
PATH Grants	25,000,000	18,756,372	75.0%
P-20 Council Support	150,000	-	0.0%
East St. Louis Educational Center	1,457,900	760,222	52.1%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	560,300	311,657	55.6%
Lincoln's Challenge Program	60,200	1,000	1.7%
Performance Grants	359,000	-	0.0%
Small College	548,400	548,400	100.0%
Alternative Schools Student Re-enrollment	4,000,000	2,700,000	67.5%
Transitional Math and English Development (TIME and DEV)	1,000,000	38,637	3.9%
SWIC Lindenwood Center	5,900,000	2,950,000	50.0%
Illinois Resource Center	1,000,000	117,618	11.8%
Grow Your Own Teachers	500,000	500,000	100.0%
CTE Chicago	5,000,000	-	0.0%
Trade Schools	5,000,000	-	0.0%
Labor History - Heartland	150,000	-	0.0%
Labor History - SWIC	150,000	-	0.0%
Bridge and Transition	9,344,400	7,895,745	84.5%
Workforce Equity Initiative	19,450,000	15,681,590	80.6%
TOTAL	\$ 97,823,300	\$ 60,707,766	62.1%
 OFFICE ADMINISTRATION			
	\$ 2,638,600	\$ 1,584,984	60.1%
TOTAL	\$ 2,638,600	\$ 1,584,984	60.1%
 ADULT EDUCATION			
Adult Education Basic Grants	\$ 23,783,600	\$ 17,656,403	74.2%
Adult Education Performance Grants	11,798,500	11,448,619	97.0%
TOTAL	\$ 35,582,100	\$ 29,105,022	81.80%
 GED TESTING PROGRAM			
	\$ 1,148,000	\$ 626,120	54.5%
TOTAL	\$ 1,148,000	\$ 626,120	54.5%
 CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	375,000	75.0%
CTE Administration	425,000	237,995	56.0%
CTE Formula	16,453,500	16,453,499	100.0%
CTE Early School Leavers Grants	615,000	575,000	93.5%
CTE Early School Leavers Administration	84,950	720	0.8%
CTE Corrections	894,450	596,300	66.7%
TOTAL	\$ 18,972,900	\$ 18,238,514	96.1%
 <u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 83,367,200	\$ 52,104,500	62.5%
Equalization	74,764,100	49,842,733	66.7%
TOTAL	\$ 158,131,300	\$ 101,947,233	64.5%
 GRAND TOTAL	 \$ 314,296,200	 \$ 212,209,639	 67.5%

Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2022 - February 28, 2023

SPECIAL STATE FUNDS*

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		\$ 260,859	
ILCCO		5,000	
CHSA Grant		12,080	
Lumina Grant		5,900	
Tutoring Initiative		-	
ADMINISTRATION			
Apprenticeship		41,834	
Tutoring Initiative		19,628	
ILCCO		169	
Advance CTE			
	<u>\$ 10,000,000</u>	<u>\$ 345,470</u>	<u>0.4%</u>
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	\$ 27,000,000	\$ 1,479,686	5.5%
Early Childhood	50,000,000	2,289,710	4.6%
	<u>\$ 77,000,000</u>	<u>\$ 3,769,396</u>	<u>4.9%</u>
TOTAL	<u>\$ 87,000,000</u>	<u>\$ 4,114,866</u>	<u>4.7%</u>
GED TESTING FUND*	\$ 100,000	\$ 8,820	8.8%
ICCB RESEARCH & TECHNOLOGY FUND*	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 79,177,500	75.0%
GRAND TOTAL, SPECIAL FUNDS	<u>\$ 192,770,000</u>	<u>\$ 83,301,186</u>	<u>43.2%</u>

* Expenditures from these funds cannot exceed receipts.

**Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT**

**Federal Funds
July 1, 2022 - February 28, 2023**

FEDERAL FUNDS*

	FY 2023 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,880,491	\$ 6,000,000	\$ 5,780,959	25.3%
Federal Basic Leadership	2,000,000		1,228,302	61.4%
EL Civics Grants	2,886,575	750,011	936,026	25.7%
	<u>\$ 21,767,066</u>	<u>\$ 6,750,011</u>	<u>\$ 7,945,287</u>	<u>27.9%</u>
ADMINISTRATION				
Federal Basic	\$ 1,023,060	\$ -	\$ 308,966	30.2%
EL Civics	160,131	-	53,770	33.6%
Leadership	557,650	-	116,610	20.9%
	<u>\$ 1,740,841</u>	<u>\$ -</u>	<u>\$ 479,346</u>	<u>27.5%</u>
TOTAL	<u>\$ 23,507,907</u>	<u>\$ 6,750,011</u>	<u>\$ 8,424,633</u>	<u>27.8%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 16,547,354	\$ -	\$ 3,032,879	18.3%
Perkins Leadership	1,557,398	674,607	296,340	13.3%
Perkins Corrections	389,350	-	-	0.0%
Reserve	-	-	-	0.0%
	<u>\$ 18,494,102</u>	<u>\$674,607</u>	<u>\$ 3,329,219</u>	<u>17.4%</u>
ADMINISTRATION				
CTE Federal	\$ 973,373		\$ 339,916	34.9%
TOTAL	<u>\$ 19,467,475</u>	<u>\$ 674,607</u>	<u>\$ 3,669,135</u>	<u>18.2%</u>
ILLINOIS CURES FUND				
College Bridge Program	\$ 10,000,000	\$ -	\$ 1,270,944	12.7%
TOTAL	<u>\$ 10,000,000</u>	<u>\$ -</u>	<u>\$ 1,270,944</u>	<u>12.7%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 168,043	32.0%
TOTAL	<u>\$ 525,000</u>	<u>\$ -</u>	<u>\$ 168,043</u>	<u>32.0%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 53,500,382</u>	<u>\$ 7,424,618</u>	<u>\$ 13,532,755</u>	<u>22.2%</u>

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**FISCAL YEAR 2022 ADULT EDUCATION AND LITERACY REPORT TO THE
GOVERNOR AND GENERAL ASSEMBLY**

The ICCB staff is submitting to the Board the annual FY2022 Adult Education and Literacy Report to the Governor and General Assembly. The Annual Report represents a summary of the Adult Education and Literacy System and the services it provides. This report is submitted annually on March 1 in compliance with Public Act 91-0830, 105 ILCS 405/2- 4 and contains an overview of Adult Education and Literacy activities during fiscal year 2022 (July 1, 2021-June 30, 2022). These activities include: a summary of Adult Education needs and programs; federal WIOA activities under Title II Adult Education; the number of students served; High School Equivalency (HSE) information; the credit hours or units of instruction delivered; total adult education allocations; performance data; the criteria for program approval; and recommendations for future initiatives. An electronic version of this report is available at: [AEL Publications & Reports – Research & Analytics \(iccb.org\)](https://iccb.org/ael-publications-reports-research-analytics).



FY 2022 ADULT EDUCATION AND LITERACY



REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY

ILLINOIS
COMMUNITY
COLLEGE BOARD
FY2022
ADULT EDUCATION
AND LITERACY
ANNUAL REPORT

Dr. Lazaro Lopez
Chair

Dr. Brian Durham
Executive Director

Jennifer K. Foster
*Deputy Executive
Director*

Whitney Thompson
*Deputy Director for
Workforce Education*

**Dr. Kathy Olesen-
Tracey**
*Senior Director for
Adult Education and
Literacy*

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College Board
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FAX 217-524-4981

This report is also
available as a PDF file
on the ICCB website:

www.iccb.org

Printed by the Authority
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2/27/2020–200c.

For the purpose of
compliance with
Section 511 of Public
Law 101-166 (the
Stevens Amendment),
approximately 100%
federal funds were
used to produce this
publication.

ICCB'S PROMISE FOR ILLINOIS ADULT EDUCATION

The Illinois Community College Board (ICCB) is the state coordinating agency for the Illinois Community College System and administers Title II of the Workforce Innovation and Opportunity Act (WIOA). With an emphasis on expanding and scaling comprehensive career pathways, the Illinois Adult Education system is proactively responding to a future of work that demands robust skill enhancement for its participants in the new economy.



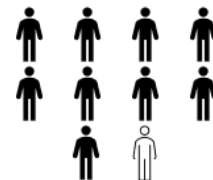
**Illinois
Adult
Education**
YOUR PATH. YOUR FUTURE.

Purpose of Adult Education

The purpose of the Adult Education and Family Literacy Act under WIOA Title II is:

- To assist adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency.
- To assist adults who are parents to obtain the educational skills needed to become full partners in the educational development of their children and that lead to sustainable improvements in the economic opportunities for their families.
- To assist adults in attaining a secondary school diploma and in the transition to post-secondary education and training, through career pathways.
- To assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English, mathematical skills, and acquiring an understanding of the American system of government, individual freedom and the responsibilities of citizenship.

Over **1 million** of 10.3 million Illinoisans over the age of 16 **are considered at risk**. Included in this number are over **400,000** individuals over age 16 with **less than a 9th grade education and over 500,000 who have basic skills above a 9th grade level but lack a high school diploma.**⁽¹⁾



Over **2.7 million Illinois residents speak a language other than English** as the primary language in their households.⁽¹⁾

Over **301,103 of these individuals** are over 16 and **are identified as adult populations at risk.**⁽¹⁾ English literacy and civics education provide individuals with a pathway to citizenship, improved education, and employment.⁽¹⁾



Workforce Innovation and Opportunity Act: Title II—Adult Education Activities

The ICCB is the state-level entity responsible for Title II, a member of the state of Illinois Workforce Innovation Board (IWIB), and is represented on all state-level major Workforce Innovation and Opportunity Act workgroups and committees.

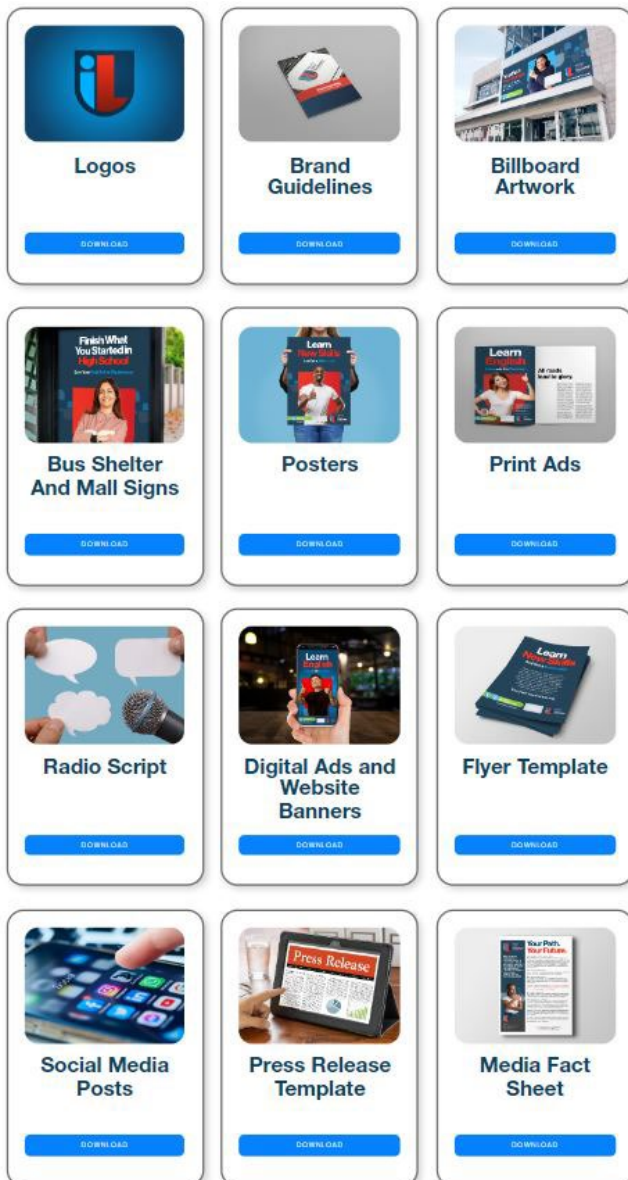
Title-II-funded providers fulfill membership responsibilities on each Local Workforce Innovation Board (LWIB) by providing Adult Basic Education, Adult Secondary Education, High School Credit Recovery, English as a Second Language, and Vocational activities and services outlined in the Unified State Plan as well as the goals and strategies in the Expanding Career Pathway Opportunities in Adult Education Strategic Plan. The ICCB continues to work with other partners around service integration in order to reduce duplication and to ensure effective collaboration around the expansion and scaling of comprehensive career pathways in each local area.

¹ U.S. Census, Index of Need, 2022

The continuum of key AELA Services include:

- Adult Basic Education for learners at the most basic literacy levels.
- Adult Secondary Education to prepare learners for their High School Equivalency Certificate.
- English as a Second Language instruction.
- Integrated Education and Literacy / Civics instruction for English Language Learners.
- Bridge Programming for ABE learners to provide work-based contextualized instruction.
- College and career readiness instruction to prepare learners to transition to post-secondary education or training.
- Employability Skills instruction embedded in all elements of Adult Education and Literacy instruction.
- Integrated Education and Training [through the ICCB's Integrated Career & Academic Preparation System (ICAPS)] that blends ASE instruction and workforce training, leading to an industry recognized credential.

Adult Education and Literacy Statewide Outreach Campaign



The Illinois Community College Board launched a year-long outreach campaign to increase student enrollment and provide technical assistance to all AELFA funded programs as they adapt to new and digital outreach strategies.

The outreach campaign, in English, Spanish, Mandarin, Ukrainian, and Polish focused on digital strategies, guiding interested learners to a custom website where the learner could self-select an adult education program or speak to an individual and be guided to a program in their area.

At the end of FY22, the campaign yielded the following results:

- 2,336,35 impressions, the number of times ads were shown in someone's feed.
- 46,777 clicks on ads, the number of clicks on ads
- 18,218 Unique website views

In addition to leading the outreach campaign, the ICCB developed a toolkit for programs. Additionally, monthly technical assistance webinars were held. Topics included:

- Raising Awareness and Increasing Enrollments; Leveraging the Statewide Adult Education Outreach Campaign.
- Increasing Enrollments strategically: Best Practices in Converting Leads to Enrollment
- Measuring Campaign Results: What You Should Know About Digital Advertising and Campaign KPIs
- Campaign Toolkit Part 1: Deploying Local Lead Generation Ads
- PR & Advocacy: Engaging Key Stakeholder Groups to Advance Your Mission
- Campaign Toolkit Part 2: Grassroots Efforts to Recruit Adult Learners

This campaign and technical assistance ran parallel to ongoing student retention supports and professional development designed to improve student outcomes.

Students served in Adult Education and Literacy Programming in FY2022

Table 1: Students Served and Units of Instruction Delivered in FY2022		
Programming	Students	Units Of Instruction ²
Adult Basic Education	10,525	110,128.14
Adult Secondary Education	5,629	54,591.17
English Language Acquisition	24,057	231,727.15
High School Credit Recovery	1,628	30,008.96
Vocational Skills	592	4,713.76
TOTAL	42,431	431,169.16

Adult Education enrollment increased by almost 35% in fiscal year 2022, recovering from challenges brought on by the COVID-19 pandemic. English Language Acquisition program enrollment grew by almost 60% further demonstrating the demographic shift in the State.

² One unit of instruction equals 15 hours of enrollment

Workforce Preparation

The ICCB continues to lead and support the development of work-based educational programs for the most vulnerable Illinois residents. Using key labor and market trends, adult education programs expand Illinois' talent pipeline and provide adult learners with opportunities to improve their academic, English language, and workplace skills. The ever-changing employer and workforce scenario provides the rationale for the ICCB to develop and expand Integrated Education and Training (IET) and Bridge programs that accelerate and connect adult literacy instruction with workforce training leading to industry-recognized and/or postsecondary credentials and, in turn, meaningful employment. Bridge Programs prepare adults with limited academic or limited English skills to explore various career opportunities in focused areas while continuing to build academic and English skills. In FY22, 14 additional bridge programs were approved bringing the overall number up to 186 approved bridge programs. The three (3) areas of largest growth were in Health Science, Information Technology, and Manufacturing, which reflect the increased job demands across the State.

Integrated Education and Training provide students the opportunity to dually enroll in adult education instruction and either credit or industry recognized training using an integrated model, supplemented by support courses, and comprehensive student support services. Table 3 illustrates the continued growth of IET programs throughout the state.

Table 2: Integrated Education and Training Programs		
Career Pathway	No. Programs FY21	No. Programs FY22
Architecture and Construction	5	5
Business Management and Administration	4	5
Education and Training	3	4
Health Science	39	48
Hospitality and Tourism	1	3
Information Technology	12	16
Law, Public Safety, Corrections & Security	1	1
Manufacturing	25	34
Transportation, Distribution, and Logistics	9	13
TOTAL	99	126

The number of IET programs increased in part by significant investment and programmatic support by ICCB and its professional development partners.

In Fiscal Year 2022, there was an increase in Workplace Literacy programs delivered by adult education providers in partnership with local employers. Programs such as South Suburban College, Regional Office #33 (Henderson, Knox, Mercer, and Warren Counties), Waubensee Community College, and Mundelein Consolidated High School District #120 all offered workplace literacy programs.

A Workplace Literacy Program is defined as an adult education program provided by an AEL-funded provider in conjunction with a participating employer to provide adult education learners with the knowledge and skills necessary to obtain or retain employment, qualify for further training, and/or advance in their industry.

The Mundelein Consolidated High School District #120 partnered with [Ruprecht Company](#) to develop a work-based English as a Second Language program. Employees participated in English Language instruction twice a week after working their full shift. Senator Adriane Johnson (D-Buffalo Grove) attended a recognition to award certificates of completion to the participating students. Having witnessed the successes of the current students and experiencing first-hand English being used by many of these beginning literacy students, Ruprecht Company has asked to begin two new classes for employees.



Provider Diversity and Program Approval

FY22 was the first year of implementation in a three-year Adult Education and Family Literacy competitive grant cycle. To be selected for funding, applicants were required to demonstrate past effectiveness in providing adult education instruction with the goal of transitioning adult learners to postsecondary education, training, and into employment. The initial applicants documented need of the eligible applicant to serve individuals in the community who are most in need of literacy services and career pathway services, including individuals who have low literacy skills (i.e., literacy statistics, regional and local needs, etc.).

Providers include:

- Community-Based Organizations (17)
- Community Colleges (38)
- Corrections and Reentry-Focused Programs (3)
- Faith-based Organizations (3)
- Four-Year Colleges or Universities (1)
- Illinois Department of Corrections System (1)
- Local Education Agencies (8)

Integrated English Literacy and Civics Education (IELCE)

WIOA authorized and codified the Integrated English Literacy and Civics Education Program in 2014. In an IELCE Program, literacy, English language acquisition, and civics education must be delivered in combination with integrated education and training activities, accommodating services for professionals with degrees and credentials in their native countries. In FY22, there were 29 IELCE-funded programs.

Illinois' Investment in Adult Education

Adult Education and Literacy Resources Federal and State Funding in FY2022

Federal Basic	\$ 16,726,346
Federal IEL/Civics	\$ 2,673,480
State Basic	\$22,650,999
State Performance	\$ 10,899,590
TOTAL	\$ 52,950,415

ICCB Executive Leadership and Adult Education activity participated in the interagency group consisting of State Workforce Innovation Board and WIOA core partners including the Illinois Department of Commerce and Economic Opportunity (Commerce), the Illinois Department of Employment Security (Employment Security), and the Illinois Department of Human Services Division of Vocational Rehabilitation (Vocational Rehabilitation). The interagency group continues to meet regularly to ensure strategic implementation of the delivery of integrated services through comprehensive One-Stop Centers in each economic development region.

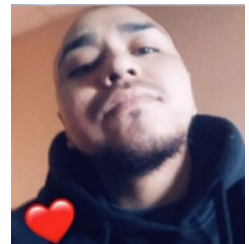
The ICCB led all Title II initiatives, serving adult education students working toward their high school credentials, expanding Bridge and ICAPS programming, providing English Language Acquisition and Civics instruction, Integrated English Language and Civics Education, and provided basic education services for justice-involved individuals in the Illinois Department of Corrections, county jails, and transitional housing programs. FY22 focused on the following:

- *Future of work* – The implementation of ICAPS and Bridge programs address the changing nature of work, requiring industry-recognized credentials and technology proficiency.
- *Comprehensive career pathways and regional partnerships* – Adult education programs develop comprehensive regional plans annually to ensure alignment between services.
- *College and career readiness* – College and career readiness is a robust area where Illinois Adult Education has the opportunity to embed elements that can help individuals make better decisions about education, training, and job opportunities, all leading to stronger outcomes for students.

FY2022 Student Success

Students across the state realized their personal goals. Adult education programs were equipped with the tools and resources to provide instruction and wrap around support services that enabled learners to transition from adult education to successful and sustainable employment.

Christian, a student in our Centro Romero's GED Breaking Ground Program was awarded the "Grow with Google" scholarship. Supported by the Commission on Adult Basic Education, this national awarded 200 scholarships to adult learners in their national network to participate in the Google Career Certificates program. This flexible online training was designed to put learners on the fast track to jobs in in-demand, high-growth fields.



Milne attended Howard Area Community Center's English Language program. Having no literacy education in her home country of Afghanistan, Milne started in the basic English class. Six years later, Milne has achieved a long-time goal of obtaining a job as a classroom assistant and parent leader at her daughter's elementary school.

Amber earned her High School Equivalency after attending prep courses at Joliet Junior College. Upon completion, she earned multiple work promotions.



Recommendations and Future Initiatives

The ICCB will:

- Engage in research to determine the efficacy of Bridge programming,
- Implement ongoing professional development focusing on data to evaluate program quality leading to continuous improvement,
- Focus on pre-apprenticeship and apprenticeship trainings to provide innovative methods of educating adult learners and creating a talent pipeline to in-demand careers.
- Establish supports, technical assistance, and policy that facilitate stronger transitions between Adult Education and postsecondary education and workforce training.
- Partner with community colleges to expand the use of the Ability-to-Benefit provision, which gives students, without a high school diploma, the opportunity to enroll in postsecondary programs with financial aid support, and
- Strengthen IELCE programs and the integration of Civics Education, workforce preparation, and occupation training that leads to employment.

Illinois Community College Board

ICCB SPRING 2023 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

The ICCB Spring 2023 Illinois Community College Opening Enrollment Report provides an enrollment snapshot at the end of the regular spring 2023 term registration period. The preliminary counts derive from the web based ICCB Spring 2023 Enrollment Survey. Overall, compared to the Spring term one year ago, Illinois Community College System Spring 2023 opening headcount enrollments (+7.2 percent) and full-time equivalent (FTE) enrollments (+6.8 percent) had substantial growth. The report includes additional enrollment information by instructional area, distance education, and dual credit.



SPRING 2023 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

March 2023

SPRING 2023 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

SYSTEMWIDE HEADCOUNT ENROLLMENTS INCREASE 7.2 PERCENT FROM THE PREVIOUS YEAR
AND REGISTER SPRING-TO-SPRING ENROLLMENT GROWTH FOR THE FIRST TIME SINCE SPRING
2010

Overall, compared to the Spring term one year ago, Illinois Community College System Spring 2023 opening headcount enrollments (+7.2 percent) and full-time equivalent (FTE) enrollments (+6.8 percent) had substantial growth. The opening enrollments reflect the end of the regular spring registration period which is usually the 10th day of class. The preliminary counts derive from the web-based ICCB Spring 2023 Enrollment Survey.

Illinois community colleges continue to be positioned to meet regional and statewide student and employer needs by providing high-quality, accessible, and cost-effective educational opportunities, programs, and services for a diverse student population. The substantial increase in enrollment for the Illinois Community College System represents a dramatic rebound in enrollment from the unprecedented declines due to the pandemic from Spring 2020 to Spring 2021. The Illinois Community College System was no different than National enrollment trends in previous years when student headcount at community colleges across the United States fell 9.5 percent in Spring 2021 and declined again by 7.8 percent in Spring 2022 ([National Student Clearinghouse \(NSC\) Research Center Spring 2022 Enrollment](#)).

Significant findings from the Spring 2023 Illinois Community College Opening Enrollment Report include:

- Spring 2023 headcount enrollments (+7.2 percent) and full-time equivalent (FTE) enrollments (+6.8 percent) both increased from the previous year.
- Thirty-nine community colleges experienced an increase in headcount enrollment from Spring 2022 to Spring 2023, while nine community colleges had a decrease.
- Five of six instructional areas exhibited increases in headcount enrollment from the previous year. Instructional areas primarily dependent on in-person instruction had two of the largest increases: Career and Technical Education (+9.6 percent) and Vocational Skill Training (+10.1 percent).
- Transfer programs, which is the largest instructional area in the Illinois Community College System, increased 6.4 percent from the previous year, while General Studies Certificate programs increased by 9.1 percent during the same timeframe.
- Adult Education, which encompasses a substantial at-risk population, increased headcount by 29.0 percent from Spring 2022 to Spring 2023.

- For Dual Credit, which allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree, headcount enrollments increased 10.4 percent in Spring 2023 compared to Spring 2022 and increased 23.9 percent from two years ago.
- While the number of distance education course enrollment (seat count in courses) decreased in Spring 2023 as compared to the previous year, it remains a prevalent and flexible form of course delivery with 207,858 online course enrollments in the current Spring.

Table 1 provides systemwide comparative spring census enrollment counts for the last five years. The Spring 2023 semester headcount was 249,836 compared to 233,041 last year (a headcount increase of 16,795 or 7.2 percent). The latest FTE count was 132,425 compared with 124,013 a year ago (an FTE increase of 8,412 or 6.8 percent). FTE figures reflect the total number of credit hours being taken by students divided by 15—the number of semester hours traditionally considered a full-time class load.

Table 1
SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2019 TO 2023

	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Headcount	283,146*	279,771	239,819*	233,041	249,836
Percent Change	-2.2%	-1.2%	-14.3%	-2.8%	7.2%
FTE	154,740*	152,349	131,192*	124,013	132,425
Percent Change	-3.5%	-1.5%	-13.9%	-5.5%	6.8%

* Colleges Provided Revised Figures

Table 2 provides a comparison of fiscal year 2019 through fiscal year 2023 spring headcount enrollments for each community college. Among the 48 community colleges since last year, headcount increases were reported at 36 colleges (1.0 percent or higher). Eight colleges saw decreases (1.0 percent or more) compared to last year. Four colleges reported little or no change (less than 1.0 percent) versus last year. Longer term, statewide headcount enrollments were down 11.8 percent compared to Spring 2019.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2023 FTE increases were reported by 40 of the colleges, decreases were reported by four colleges, and four colleges indicated little or no change. Longer term, statewide FTE enrollments were down 14.4 percent compared to Spring 2019.

Table 4 provides fiscal year 2019 through fiscal year 2023 spring opening course enrollments (duplicated) in internet-based courses at each community college.

Adjustments in educational offerings due to COVID mitigation efforts reflect the massive spike in online courses in 2021 as colleges adapted to meet student needs and follow recommended safety protocols. This spring's enrollment in internet-based courses reflects a decrease of nine percent compared to last year but is still significantly higher than pre-pandemic levels. At the beginning of the Spring 2023 semester, there were 207,858 course enrollments (duplicated) in internet courses compared to 228,781 in Spring 2022 (a decrease of 9.1 percent) and 110,716 in Spring 2019 (an increase of 87.7 percent). Compared to last year, Spring 2023 duplicated internet enrollments increased at 14 colleges, decreased at 31 colleges, and had little or no change at three colleges. Figure 1 provides a trend line of online course offerings by Spring term for the last five years.

Figure 1. Opening Spring Online Course Enrollment Trends in Illinois Public Community Colleges from 2019 to 2023

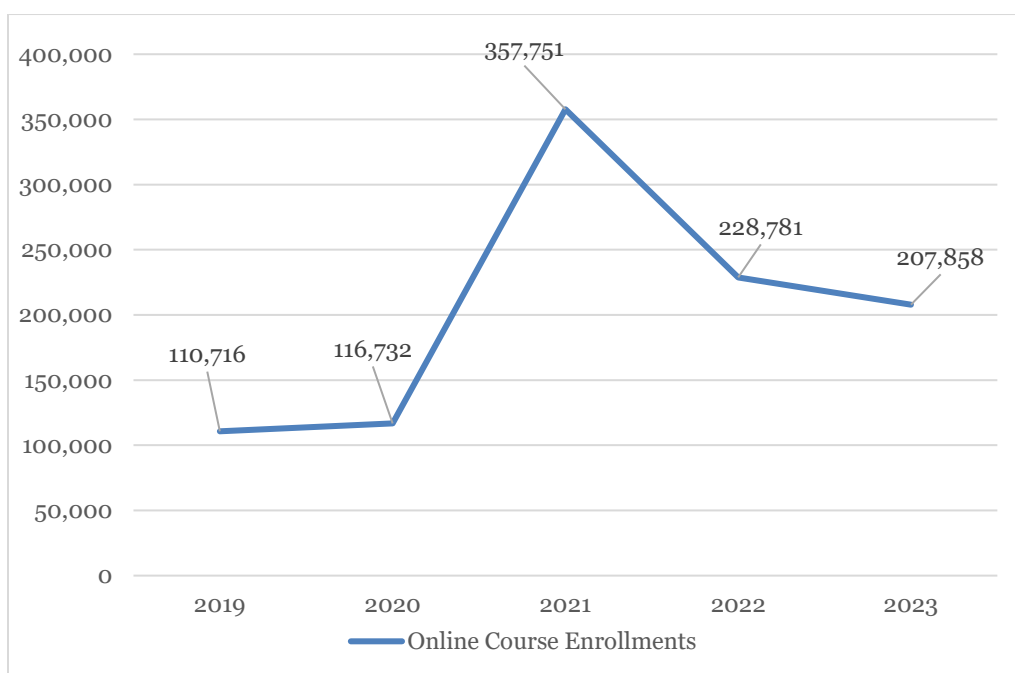


Table 5 provides fiscal year 2023 spring opening enrollments by instructional program area. Transfer was the largest instructional program, accounting for 59.5 percent of enrollments in Spring 2023. Career and Technical Education was the second largest instructional program, accounting for 25.7 percent. Students in Adult Education (ABE, ASE, and ESL) comprised 9.0 percent of enrollments, while 4.5 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (1.1 percent) and General Studies (0.2 percent) programs represented only about one percent of enrollments in Spring 2023. Figure 2 provides spring opening enrollment headcount by instructional program area for Spring 2021 through Spring 2023. Compared to last year, decreases were seen in Adult Basic Education (-25.5 percent), General Associates (-21.4 percent), and Adult Secondary Education (-8.1 percent), while increases were noted in English as a Second Language (71.5 percent), Vocational Skills (10.1 percent), Career and Technical Education (9.6 percent), General Studies (9.1 percent), and Transfer (6.4 percent).

Figure 2. Opening Spring Headcount Enrollment by Instructional Program Area in Illinois Public Community Colleges from 2021 to 2023

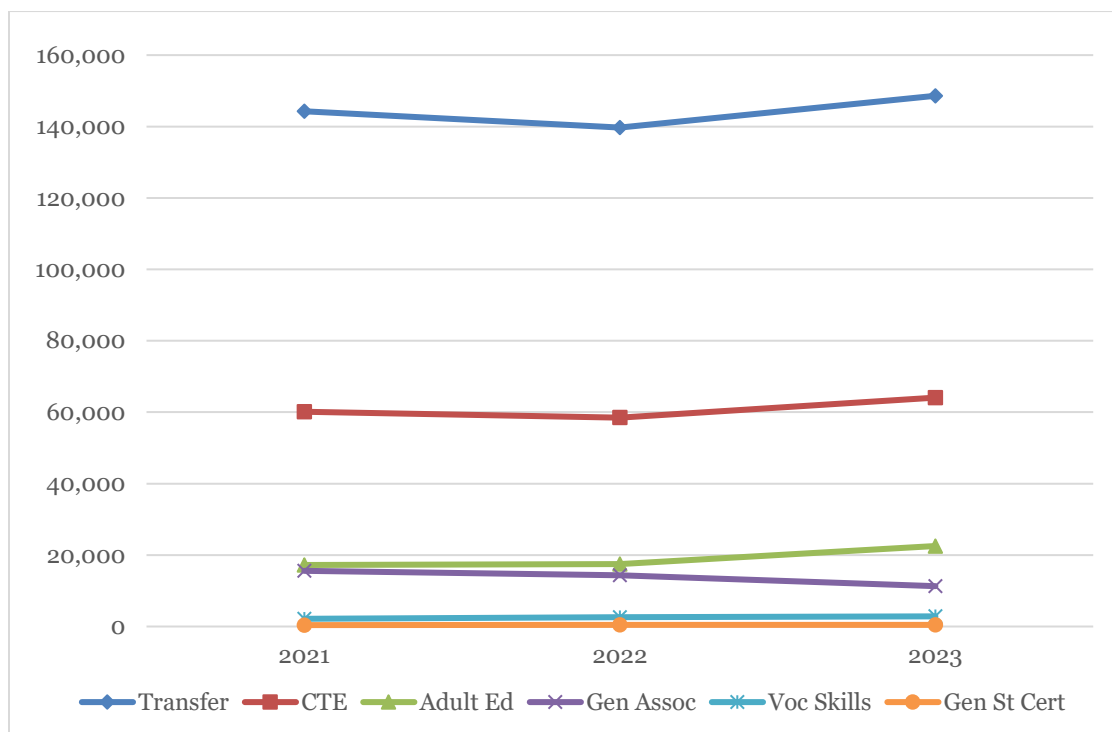


Table 6 provides opening headcount enrollments of dual credit students in Spring 2023. At the beginning of the Spring 2023 semester there were 60,068 enrollments for dual credit students, which represents nearly one in four enrollments (24.0 percent). Enrollments in dual credit increased 10.4 percent compared with a year ago and 23.9 percent from two years ago.

Additional Background: The Spring 2023 preliminary summary student counts in this report (Spring 2023 Community College Opening Enrollment Report) derive from the web-based ICCB Spring 2023 Enrollment Survey. Spring opening enrollment information for students is recorded by the colleges at the end of the regular spring registration period, which is typically the 10th day of class. Beyond the survey, which allows ICCB and the Illinois Community College System to timely and broadly address stakeholder inquiries about spring enrollment, ICCB also annually collects student-level data from community colleges for the spring term via its annual academic year student-level collection.

It should be noted these counts also only provide a "snapshot" of opening spring term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., modules, other intensive late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete data are available via [ICCB's Data Book](#). The joint ICCB-IBHE [Illinois Postsecondary Profiles](#) platform also provides

pertinent trend information on Enrollment, Affordability, Progress, Advancement, and Completion for all 2- and 4-year higher education institutions in Illinois.



Illinois Community College Board
Table 2
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2019-2023

Dist. No. College Name	Spring FY 2019 Headcount	Spring FY 2020 Headcount	Spring FY 2021 Headcount	Spring FY 2022 Headcount	Spring FY 2023 Headcount	Spring % Change 2019-2023	Spring % Change 2022-2023
503 Black Hawk	4,777	4,911	3,445	3,205	3,271	-31.5 %	2.1 %
518 Carl Sandburg	1,799	1,796	1,611	1,583	1,586	-11.8	0.2
508 City Colleges of Chicago	(42,320)	(39,750)	(34,120)	(30,904)	(36,113)	(-14.7)	(16.9)
02 Harold Washington	7,710	7,093	5,978	5,247	5,544	-28.1	5.7
04 Harry S Truman	6,999	6,477	5,023	4,814	6,084	-13.1	26.4
01 Kennedy-King	2,709	2,304	1,774	1,761	2,137	-21.1	21.4
03 Malcolm X	6,708	6,800	6,887	6,081	7,430	10.8	22.2
05 Olive-Harvey	2,432	2,117	1,765	1,679	2,185	-10.2	30.1
06 Richard J. Daley	6,395	5,956	4,874	4,175	4,893	-23.5	17.2
07 Wilbur Wright	9,367	9,003	7,819	7,147	7,840	-16.3	9.7
502 College of DuPage	26,026	25,693	22,129	22,448	23,803	-8.5	6.0
532 College of Lake County	14,455	14,947	11,956	12,934	13,243	-8.4	2.4
507 Danville Area	2,727	2,574	1,745	1,831	1,991	-27.0	8.7
509 Elgin	9,137	9,260	7,678	7,665	8,830	-3.4	15.2
512 Harper	15,396	15,743	14,749	13,923	14,926	-3.1	7.2
540 Heartland	4,913	5,041	4,221	4,743	5,097	3.7	7.5
519 Highland	1,861	1,927	1,719	1,715	1,669	-10.3	-2.7
514 Illinois Central	8,263	8,346	7,768	6,848	6,694	-19.0	-2.2
529 Illinois Eastern	(7,654)	(6,483)	(5,533)	(5,697)	(6,171)	(-19.4)	(8.3)
04 Frontier	1,584	1,392	1,138	2,775	3,302	108.5	19.0
01 Lincoln Trail	911	797	771	674	690	-24.3	2.4
02 Olney Central	1,330	1,180	1,119	1,268	1,258	-5.4	-0.8
03 Wabash Valley	3,829	3,114	2,505	980	921	-75.9	-6.0
513 Illinois Valley	2,687	2,889	2,381	2,193	2,327	-13.4	6.1
530 John A. Logan	3,909	3,830	3,287	3,073	2,844	-27.2	-7.5
539 John Wood	1,849	1,804	1,742	1,565	1,679	-9.2	7.3
525 Joliet Junior	14,621	14,649	11,749	11,411	10,653	-27.1	-6.6
520 Kankakee	2,905 *	2,754	2,639	2,273	2,559	-11.9	12.6
501 Kaskaskia	3,584	3,520	2,835	3,724	3,782	5.5	1.6
523 Kishwaukee	2,814	2,626	2,360	2,069	2,242	-20.3	8.4
517 Lake Land	5,011	4,301	3,954 **	3,652	3,680	-26.6	0.8
536 Lewis and Clark	6,301	6,100	4,592	3,656	3,992	-36.6	9.2
526 Lincoln Land	5,896	5,497	5,178	4,958	5,409	-8.3	9.1
528 McHenry County	7,085	7,782	7,977	8,768	9,166	29.4	4.5
524 Moraine Valley	13,915	13,398	10,985	10,990	11,711	-15.8	6.6
527 Morton	3,941	4,116	3,634	4,015	3,970	0.7	-1.1
535 Oakton	9,526	9,898	8,674	8,278	8,849	-7.1	6.9
505 Parkland	6,529	6,269	5,083	4,808	5,062	-22.5	5.3
515 Prairie State	3,555	3,762	2,820 *	2,392	2,565	-27.8	7.2
521 Rend Lake	2,527	2,209	1,868	1,983	1,867	-26.1	-5.8
537 Richland	2,495	2,634	2,228	2,187	2,227	-10.7	1.8
511 Rock Valley	6,225	6,173	5,119	4,226	5,951	-4.4	40.8
506 Sauk Valley	1,783	1,607	1,315	1,505	1,448	-18.8	-3.8
531 Shawnee	1,228	1,272	1,167	1,098	1,142	-7.0	4.0
510 South Suburban	4,180	4,747	3,624	4,562	5,152	23.3	12.9
533 Southeastern Illinois	1,609	1,677	1,300	1,230	1,346	-16.3	9.4
522 Southwestern Illinois	8,455	8,437	7,758	7,473	7,735	-8.5	3.5
534 Spoon River	1,227	1,224	1,204	1,093	1,205	-1.8	10.2
504 Triton	10,931	10,839	9,502	9,197	9,247	-15.4	0.5
516 Waubensee	<u>9,030</u>	<u>9,286</u>	<u>8,170</u>	<u>7,166</u>	<u>8,632</u>	<u>-4.4 %</u>	<u>20.5 %</u>
Totals	283,146 *	279,771	239,819 *	233,041	249,836	-11.8 %	7.2 %

* Colleges Provided Revised Figure

** Revised 3/1/2021

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board

Table 3

SUMMARY COMPARISON OF SPRING FTE ENROLLMENTS BY COLLEGE, FISCAL YEARS 2019-2023

Dist. No. College Name	Spring FY 2019 FTE	Spring FY 2020 FTE	Spring FY 2021 FTE	Spring FY 2022 FTE	Spring FY 2023 FTE	Spring % Change 2019-2023	Spring % Change 2022-2023
503 Black Hawk	2,335	2,223	1,936	1,798	1,834	-21.4 %	2.0 %
518 Carl Sandburg	1,098	1,124	968	911	947	-13.8	3.9
508 City Colleges of Chicago	(24,835)	(23,690)	(19,936)	(17,589)	(20,361)	(-18.0)	(15.8)
02 Harold Washington	5,005	4,542	3,503	2,994	3,117	-37.7	4.1
04 Harry S Truman	3,691	3,449	2,677	2,499	3,274	-11.3	31.0
01 Kennedy-King	1,636	1,630	1,155	1,203	1,260	-23.0	4.7
03 Malcolm X	3,955	4,218	4,210	3,616	4,276	8.1	18.3
05 Olive-Harvey	1,385	1,294	1,049	944	1,252	-9.6	32.6
06 Richard J. Daley	3,848	3,343	2,812	2,260	2,765	-28.1	22.3
07 Wilbur Wright	5,315	5,214	4,530	4,073	4,417	-16.9	8.4
502 College of DuPage	13,426	13,361	11,767	11,666	12,130	-9.7	4.0
532 College of Lake County	7,747	7,912	6,672	6,821	7,000	-9.6	2.6
507 Danville Area	1,315	1,257	1,018	925	1,077	-18.1	16.4
509 Elgin	5,207	5,276	4,402	4,233	4,770	-8.4	12.7
512 Harper	7,831	7,965	7,358	6,799	7,251	-7.4	6.6
540 Heartland	2,762	2,766	2,453	2,614	2,763	0.0	5.7
519 Highland	1,048	1,029	935	899	861	-17.8	-4.2
514 Illinois Central	4,494	4,506	3,842	3,559	3,540	-21.2	-0.5
529 Illinois Eastern	(2,752)	(2,553)	(2,337)	(2,240)	(2,277)	(-17.3)	(1.7)
04 Frontier	574	571	556	582	605	5.3	3.8
01 Lincoln Trail	540	479	467	402	411	-23.8	2.3
02 Olney Central	773	693	645	735	729	-5.7	-0.8
03 Wabash Valley	866	809	669	521	533	-38.4	2.3
513 Illinois Valley	1,544	1,590	1,344	1,255	1,351	-12.5	7.7
530 John A. Logan	2,346	2,283	1,956	1,826	1,736	-26.0	-4.9
539 John Wood	1,194	1,209	1,139	1,014	1,068	-10.6	5.3
525 Joliet Junior	7,694	7,582	6,331	5,989	5,826	-24.3	-2.7
520 Kankakee	1,573 *	1,540	1,446	1,307	1,422	-9.6	8.8
501 Kaskaskia	2,089	2,063	1,696	1,963	2,066	-1.1	5.3
523 Kishwaukee	1,726	1,587	1,359	1,199	1,349	-21.8	12.5
517 Lake Land	2,978	2,923	2,563	2,403	2,452	-17.6	2.1
536 Lewis and Clark	3,189	3,107	2,451	2,088	2,191	-31.3	5.0
526 Lincoln Land	3,397	3,300	3,001	2,862	2,993	-11.9	4.6
528 McHenry County	3,667	3,856	3,847	4,054	4,577	24.8	12.9
524 Moraine Valley	7,822	7,459	6,039	5,760	6,181	-21.0	7.3
527 Morton	2,170	2,132	1,796	1,736	1,812	-16.5	4.4
535 Oakton	4,724	4,803	4,290	3,862	4,130	-12.6	6.9
505 Parkland	3,968	3,715	3,014	2,811	3,013	-24.1	7.2
515 Prairie State	2,124	2,023	1,534 *	1,360	1,536	-27.7	13.0
521 Rend Lake	1,648	1,422	1,261	1,332	1,239	-24.8	-7.0
537 Richland	1,398	1,416	1,180	1,060	1,084	-22.5	2.3
511 Rock Valley	3,957	4,025	3,278	2,863	3,485	-11.9	21.7
506 Sauk Valley	997	957	794	866	878	-11.9	1.4
531 Shawnee	886	879	854	671	718	-19.0	7.0
510 South Suburban	1,938	2,045	1,572	1,794	1,913	-1.3	6.6
533 Southeastern Illinois	837	844	689	657	728	-13.0	10.8
522 Southwestern Illinois	5,009	4,956	4,507	4,402	4,387	-12.4	-0.3
534 Spoon River	791	816	723	670	688	-13.0	2.7
504 Triton	5,603	5,513	4,773	4,573	4,566	-18.5	-0.2
516 Waubensee	<u>4,621</u>	<u>4,643</u>	<u>4,132</u>	<u>3,583</u>	<u>4,225</u>	<u>-8.6 %</u>	<u>17.9 %</u>
Totals	154,740 *	152,349	131,192 *	124,013	132,425	-14.4 %	6.8 %

* Colleges Provided Corrected Figure

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board

Table 4

**PRELIMINARY OPENING SPRING INTERNET ENROLLMENT, DUPLICATED COUNT
BY COLLEGE, FISCAL YEARS 2019-2023**

Dist.						Spring	Spring	
<u>No.</u>	<u>College Name</u>	<u>Spring 2019</u>	<u>Spring 2020</u>	<u>Spring 2021</u>	<u>Spring 2022</u>	<u>Spring 2023</u>	<u>% Change</u>	<u>% Change</u>
							<u>2019-2023</u>	<u>2022-2023</u>
503	Black Hawk	3,104	3,057	6,009	4,089	3,929	26.6 %	-3.9 %
518	Carl Sandburg	1,382	1,682	3,265	2,624	2,201	59.3	-16.1
508	City Colleges of Chicago	(8,371)	(9,817)	(61,264)	(39,902)	(36,392)	(334.7)	(-8.8)
02	Harold Washington	2,704	2,860	15,287	9,522	7,537	178.7	-20.8
04	Harry S Truman	905	1,087	6,334	4,499	4,755	425.4	5.7
01	Kennedy-King	486	466	2,771	2,174	2,680	451.4	23.3
03	Malcolm X	1,395	1,836	14,466	9,443	8,225	489.6	-12.9
05	Olive-Harvey	474	554	3,179	2,015	2,334	392.4	15.8
06	Richard J. Daley	729	914	5,917	3,827	3,827	425.0	0.0
07	Wilbur Wright	1,678	2,100	13,310	8,422	7,034	319.2	-16.5
502	College of DuPage	10,431	10,774	23,515	22,691	19,046	82.6	-16.1
532	College of Lake County	5,123	5,315	10,778	9,646	12,991	153.6	34.7
507	Danville Area	1,883	1,797	1,381	2,463	2,052	9.0	-16.7
509	Elgin	2,707	3,230	9,103	8,853	6,598	143.7	-25.5
512	Harper	4,508	5,114	26,270	13,819	10,921	142.3	-21.0
540	Heartland	2,532	2,922	8,175	4,914	4,352	71.9	-11.4
519	Highland	882	904	1,679	1,392	1,221	38.4	-12.3
514	Illinois Central	3,766	3,901	13,534	6,738	5,514	46.4	-18.2
529	Illinois Eastern	(1,534)	(1,478)	(1,508)	(1,467)	(1,659)	(8.1)	(13.1)
04	Frontier	199	261	148	163	229	15.1	40.5
01	Lincoln Trail	501	508	510	355	399	-20.4	12.4
02	Olney Central	572	471	528	541	586	2.4	8.3
03	Wabash Valley	262	238	322	408	445	69.8	9.1
513	Illinois Valley	914	1,027	4,341	2,025	1,960	114.4	-3.2
530	John A. Logan	2,444	2,362	4,611	2,431	2,398	-1.9	-1.4
539	John Wood	1,854	2,029	2,828	2,489	2,433	31.2	-2.2
525	Joliet Junior	5,591	5,750	23,828	15,285	8,552	53.0	-44.0
520	Kankakee	949	1,038	3,346	1,374	1,487	56.7	8.2
501	Kaskaskia	2,420	2,284	2,676	2,617	2,546	5.2	-2.7
523	Kishwaukee	1,691	1,670	4,738	3,170	2,823	66.9	-10.9
517	Lake Land	3,781	3,798	8,985 *	4,223	3,914	3.5	-7.3
536	Lewis and Clark	1,194	1,492	1,425	1,069	976	-18.3	-8.7
526	Lincoln Land	3,407	3,377	9,022	5,967	4,937	44.9	-17.3
528	McHenry County	3,131	3,228	8,819	5,937	5,850	86.8	-1.5
524	Moraine Valley	4,594	4,853	21,758	10,376	9,340	103.3	-10.0
527	Morton	694	684	7,275	2,393	2,351	238.8	-1.8
535	Oakton	4,225	4,476	15,534	8,587	7,851	85.8	-8.6
505	Parkland	4,179	4,110	7,269	4,985	8,619	106.2	72.9
515	Prairie State	1,481	1,725	4,338 **	3,201	2,417	63.2	-24.5
521	Rend Lake	916	989	3,525	1,520	1,207	31.8	-20.6
537	Richland	1,188	1,358	2,616	1,867	1,649	38.8	-11.7
511	Rock Valley	2,297	2,388	12,975	5,627	5,714	148.8	1.5
506	Sauk Valley	1,310	1,301	3,141	1,539	1,613	23.1	4.8
531	Shawnee	792	822	1,349	983	979	23.6	-0.4
510	South Suburban	1,118	1,376	1,312	3,111	2,638	136.0	-15.2
533	Southeastern Illinois	1,650	1,438	1,305	1,070	1,099	-33.4	2.7
522	Southwestern Illinois	3,831	4,374	7,424	6,327	6,356	65.9	0.5
534	Spoon River	993	948	1,247	367	978	-1.5	166.5
504	Triton	3,133	3,032	14,719	5,507	4,628	47.7	-16.0
516	Waubensee	<u>4,716</u>	<u>4,812</u>	<u>10,864</u>	<u>6,136</u>	<u>5,667</u>	<u>20.2 %</u>	<u>-7.6 %</u>
	Totals	110,716	116,732	357,751 **	228,781	207,858	87.7 %	-9.1 %

* Revised 3/1/2021

** College Provided Corrected Figure

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 5
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS BY INSTRUCTIONAL PROGRAM AREA
BY COLLEGE, FISCAL YEAR 2023

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	0	2,272	771	0	105	45	25	53	3,271
518	Carl Sandburg	249	1,004	308	0	25	0	0	0	1,586
508	City Colleges of Chicago	(4,674)	(18,969)	(3,763)	(0)	(0)	(1,686)	(571)	(6,450)	(36,113)
	Harold Washington	389	4,748	407	0	0	0	0	0	5,544
	Harry S Truman	311	2,218	580	0	0	442	133	2,400	6,084
	Kennedy-King	173	1,076	609	0	0	220	29	30	2,137
	Malcolm X	2,451	2,719	1,209	0	0	343	70	638	7,430
	Olive-Harvey	191	1,213	361	0	0	201	43	176	2,185
	Richard J. Daley	467	2,464	285	0	0	230	179	1,268	4,893
	Wilbur Wright	692	4,531	312	0	0	250	117	1,938	7,840
502	College of DuPage	246	11,073	9,967	0	1	127	70	2,319	23,803
532	College of Lake County	16	8,083	3,685	4	183	48	140	1,084	13,243
507	Danville Area	0	1,159	583	0	142	60	45	2	1,991
509	Elgin	38	4,932	2,336	0	2	144	51	1,327	8,830
512	Harper	88	10,861	2,462	0	109	146	2	1,258	14,926
540	Heartland	0	4,081	656	0	28	102	26	204	5,097
519	Highland	49	1,265	265	35	55	0	0	0	1,669
514	Illinois Central	704	4,359	1,356	0	0	121	0	154	6,694
529	Illinois Eastern	(359)	(2,168)	(2,985)	(0)	(497)	(54)	(85)	(23)	(6,171)
	Frontier	94	472	2,190	0	387	54	85	20	3,302
	Lincoln Trail	92	494	90	0	14	0	0	0	690
	Olney Central	109	625	445	0	79	0	0	0	1,258
	Wabash Valley	64	577	260	0	17	0	0	3	921
513	Illinois Valley	59	1,391	771	40	0	13	28	25	2,327
530	John A. Logan	150	1,910	731	0	49	1	3	0	2,844
539	John Wood	0	1,288	391	0	0	0	0	0	1,679
525	Joliet Junior	2,004	5,248	2,968	44	0	76	111	202	10,653
520	Kankakee	12	1,678	687	0	0	63	57	62	2,559
501	Kaskaskia	240	2,653	889	0	0	0	0	0	3,782
523	Kishwaukee	0	1,341	613	3	67	29	61	128	2,242
517	Lake Land	226	2,203	1,213	0	37	0	0	1	3,680
536	Lewis and Clark	118	1,037	2,700	0	0	65	59	13	3,992
526	Lincoln Land	532	3,379	1,476	0	22	0	0	0	5,409
528	McHenry County	0	5,212	3,404	0	0	63	59	428	9,166
524	Moraine Valley	116	8,610	1,999	0	0	108	36	842	11,711
527	Morton	0	2,277	1,263	0	0	95	60	275	3,970
535	Oakton	34	7,234	1,581	0	0	0	0	0	8,849
505	Parkland	199	3,141	1,666	0	0	12	3	41	5,062
515	Prairie State	172	1,290	1,004	0	96	2	1	0	2,565
521	Rend Lake	0	1,236	567	0	64	0	0	0	1,867
537	Richland	313	1,332	515	1	66	0	0	0	2,227
511	Rock Valley	0	4,278	1,137	0	57	66	116	297	5,951
506	Sauk Valley	5	1,016	426	0	0	0	1	0	1,448
531	Shawnee	116	207	396	304	107	12	0	0	1,142
510	South Suburban	27	4,172	538	0	115	95	54	151	5,152
533	Southeastern Illinois	81	816	191	0	258	0	0	0	1,346
522	Southwestern Illinois	0	4,286	3,106	0	0	114	77	152	7,735
534	Spoon River	16	812	251	0	1	60	39	26	1,205
504	Triton	249	4,323	2,987	0	754	906	1	27	9,247
516	Waubonsee	<u>206</u>	<u>6,015</u>	<u>1,485</u>	<u>26</u>	<u>0</u>	<u>124</u>	<u>124</u>	<u>652</u>	<u>8,632</u>
TOTALS		11,298	148,611	64,092	457	2,840	4,437	1,905	16,196	249,836

SOURCE OF DATA: Spring Semester Enrollment Surveys



Illinois Community College Board
Table 6
SUMMARY COMPARISON OF SPRING
DUAL CREDIT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2021-2023

Dist. <u>No. College Name</u>	Spring FY 2021 <u>Headcount</u>	Spring FY 2022 <u>Headcount</u>	Spring FY 2023 <u>Headcount</u>	Spring % Change 2021-2023	Spring % Change 2022-2023
503 Black Hawk	893	887	925	3.6 %	4.3 %
518 Carl Sandburg	516	523	522	1.2	-0.2
508 City Colleges of Chicago	(3,432)	(3,970)	(4,288)	(24.9)	(8.0)
02 Harold Washington	648	798	834	28.7	4.5
04 Harry S Truman	377	367	450	19.4	22.6
01 Kennedy-King	188	218	399	112.2	83.0
03 Malcolm X	234	316	420	79.5	32.9
05 Olive-Harvey	296	333	367	24.0	10.2
06 Richard J. Daley	695	857	731	5.2	-14.7
07 Wilbur Wright	994	1,081	1,087	9.4	0.6
502 College of DuPage	4,002	4,359	5,222	30.5	19.8
532 College of Lake County	963	1,989	2,543	164.1	27.9
507 Danville Area	137	246	326	138.0	32.5
509 Elgin	631	751	1,152	82.6	53.4
512 Harper	4,739	4,581	4,891	3.2	6.8
540 Heartland	1,158	1,538	1,634	41.1	6.2
519 Highland	586	689	636	8.5	-7.7
514 Illinois Central	1,742	1,871	1,821	4.5	-2.7
529 Illinois Eastern	(1,225)	(1,086)	(1,162)	(-5.1)	(7.0)
04 Frontier	534	270	323	-39.5	19.6
01 Lincoln Trail	211	222	234	10.9	5.4
02 Olney Central	229	353	382	66.8	8.2
03 Wabash Valley	251	241	223	-11.2	-7.5
513 Illinois Valley	478	450	455	-4.8	1.1
530 John A. Logan	1,018	962	609	-40.2	-36.7
539 John Wood	209	203	293	40.2	44.3
525 Joliet Junior	2,452	3,259	2,001	-18.4	-38.6
520 Kankakee	620	622	626	1.0	0.6
501 Kaskaskia	775	1,922	1,633	110.7	-15.0
523 Kishwaukee	437	372	378	-13.5	1.6
517 Lake Land	1,274	1,366	1,275	0.1	-6.7
536 Lewis and Clark	1,855	1,333	1,563	-15.7	17.3
526 Lincoln Land	1,105	977	1,466	32.7	50.1
528 McHenry County	2,691	3,661	3,952	46.9	7.9
524 Moraine Valley	2,386	2,822	3,098	29.8	9.8
527 Morton	167	703	655	292.2	-6.8
535 Oakton	2,133	2,446	2,997	40.5	22.5
505 Parkland	645	671	803	24.5	19.7
515 Prairie State	280	0	100	-64.3	--
521 Rend Lake	665	733	649	-2.4	-11.5
537 Richland	660	772	801	21.4	3.8
511 Rock Valley	389	282	1,179	203.1	318.1
506 Sauk Valley	334	389	332	-0.6	-14.7
531 Shawnee	375	249	248	-33.9	-0.4
510 South Suburban	1,300	2,121	2,782	114.0	31.2
533 Southeastern Illinois	120	106	108	-10.0	1.9
522 Southwestern Illinois	1,683	1,662	1,949	15.8	17.3
534 Spoon River	295	268	386	30.8	44.0
504 Triton	2,080	1,910	2,066	-0.7	8.2
516 Waubesa	<u>2,021</u>	<u>1,668</u>	<u>2,542</u>	<u>25.8 %</u>	<u>52.4 %</u>
Totals	48,471	54,419	60,068	23.9 %	10.4 %

SOURCE OF DATA: Spring Semester Enrollment Surveys

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR**

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the Executive Director since the last Board meeting:

Permanent Program Approval

Heartland Community College

- Cannabis Cultivation Certificate (16 credit hours)

Southwestern Illinois College

- Community Health Certificate (16 credit hours)

Illinois Community College Board

**ICCB STATUS OF DEVELOPMENTAL EDUCATION REFORM IN THE ILLINOIS
COMMUNITY COLLEGE SYSTEM REPORT**

This ICCB Status of Developmental Education Reform in the Illinois Community College System Report provides a status update on developmental education reforms for Illinois community college, as well as developmental education student outcomes by model as required by the Developmental Education Reform Act (110 ILCS 175/100). Illinois community colleges continue to address student placement into, and student completion of developmental education. The main intent of new and innovative work within developmental education is to accelerate students into credit-bearing Gateway courses on their path to program completion. By reducing barriers to certificate and degree attainment it creates more equitable academic outcomes for underrepresented groups including African American students and Hispanic/Latino students, as well as students from lower socioeconomic status.



February 15, 2023

Dear Members of the General Assembly,

The enclosed report provides a status update on developmental education reforms for Illinois community colleges, as well as developmental education student outcomes by model as required by the Developmental Education Reform Act (110 ILCS 175/100). The report builds on previous developmental education work and reporting as part of Illinois Senate Joint Resolution 41.

Illinois community colleges continue to address student placement into, and student completion of developmental education. The main intent of new and innovative work within developmental education is to accelerate students into credit-bearing Gateway courses on their path to program completion. By reducing barriers to certificate and degree attainment it creates more equitable academic outcomes for underrepresented groups including African American students and Hispanic/Latino students, as well as students from lower socioeconomic status.

Developmental education allows academically underprepared students to build skills that are necessary for preparation and success of gateway mathematics and English courses as well as other college level courses. Colleges have developed and supported new models to deliver developmental education more successfully over time. When paired with wrap-around services, students see an even greater success in developmental education courses.

Sincerely,

Brian Durham, Ed.D.
Executive Director



**(110 ILCS 175/) DEVELOPMENTAL
EDUCATION REFORM ACT**

**STATUS OF DEVELOPMENTAL EDUCATION
REFORM IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2023**



February 15, 2023

Compiled by ICCB
Research and Analytics Division
Academic Affairs and Student Success Division

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INTRODUCTION

Illinois community colleges continue to address student placement into, and student completion of developmental education. The main intent of new and innovative work within developmental education is to accelerate students into credit-bearing Gateway courses on their path to program completion. By reducing barriers to certificate and degree attainment it creates more equitable academic outcomes for underrepresented groups including Black or African American students and Hispanic/Latino students, as well as students from lower socioeconomic status.

Developmental education allows academically underprepared students to build skills that are necessary for preparation and success of gateway mathematics and English courses as well as other college level courses. Over time, colleges have developed and supported new models to deliver developmental education more successfully. When paired with wrap-around services, students see an even greater success in developmental education courses.

This report provides a status update on developmental education reforms for Illinois community college, as well as developmental education student outcomes by model as required by the [Developmental Education Reform Act \(110 ILCS 175/100\)](#). The report builds on previous developmental education work and reporting for [Illinois Senate Joint Resolution 41](#). As formal evaluation of developmental education course delivery and outcomes has occurred, it has been noted that any reform and scaling of this work must be steeped in equity practices, a deeper dive into dis-aggregated data and intentional reform of the work that benefits those who are enrolled and most impacted by developmental education.

Notable Findings on the Status of Developmental Education Reforms in the Illinois Community College System include:

- Illinois community colleges have continued to shift how they deliver developmental education courses since work within Illinois Senate Joint Resolution 41 concluded on December 31, 2020. The number of colleges that utilize only traditional developmental education models has decreased while the number of colleges who use another model of delivery has become more prevalent, particularly the use of the co-requisite model.
- Evaluation of college placement standards indicates that more than 90% of Illinois community colleges use multiple measures in both Mathematics and English Language Arts placement.
- When examining developmental education models in both the Mathematics and English Language Arts subject areas, the co-requisite model had substantially better results in students passing a gateway course in the first or second academic year of enrollment. While enrolling less students, other innovative models such as the compressed model are exhibiting positive results as well compared to the traditional mode of delivery.
- The co-requisite model had a higher percentage of students earning 24 or more credit hours in the first academic year as compared to the traditional model in both Mathematics and English Language Arts subject areas.

- When analyzing Fall-to-Fall retention, average hours earned in the second academic year of enrollment and completion rate, the performance across developmental education models is very similar. Additional longitudinal analysis of student cohorts from Fall 2020 and 2021 will occur at ICCB into academic years (2022-23) and (2023-24) for more conclusive results in the next iteration of the report (Fiscal Year 2025). However, preliminary results are showing that additional and increased student supports should be paired with innovative developmental education models to increase persistence, retention, and eventual program completion.
- Race/ethnicity achievement gaps are evident across many of the student outcomes and developmental education models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers across most measures. The co-requisite model had the best results by a substantial margin across race/ethnicities for percentage passing a Mathematics or English Language Arts gateway course with a C or higher in year one and year one and year two combined.
- COVID-19 impacted how Illinois community colleges approached both placement and delivery of developmental education courses in academic years 2020-21 and 2021-22. The pandemic made developmental education reform with students more difficult for a few community colleges while others furthered structures to assist with placement, including more fully adopting the statewide recommendations for placement. Nearly all colleges shifted to online delivery of English and Mathematics courses at different times during COVID-19. ICCB will continue to monitor the pandemic influence on developmental education reform as well as impact on student outcomes.

The Illinois Community College Board (ICCB) is the state coordinating organization for the Illinois Community College System-the third largest in the country and the leading public workforce development trainer in the state. Illinois community colleges serve over 600,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 48 colleges in 39 community college districts which provide high quality, accessible, and cost-effective educational opportunities to the entire state.

Data for this report derive from required reports submitted by each Illinois community college outlining their efforts for reforming and scaling delivery of developmental education, reporting of work with external partners (Partnership for College Completion; Women Employed) who have assisted with scaling identified reform efforts, and the Illinois Community College Board's (ICCB) Centralized Data System. Specifically, within the ICCB Centralized Data System, the Annual Student Enrollment and Completion (A1) student-level submission, the Annual Course Data (AC) student-level submission, and the Fall Enrollment (E1) student-level submission allow ICCB to generate data and information within the report on student enrollment and outcomes for each developmental education model. Developmental education model variables were introduced by ICCB to the annual student-level data collection in academic year 2020-21.

DEVELOPMENTAL EDUCATION DEFINITION AND RECENT ILLINOIS LEGISLATIVE BACKGROUND

DEFINITION OF DEVELOPMENTAL EDUCATION AND DEVELOPMENTAL EDUCATION MODELS

Developmental education at Illinois community colleges is an approach to education that focuses on helping students achieve their full potential, through accessible pathways to college completion. Through developmental education, colleges can support both academic and personal growth of under-prepared students through instruction, counseling, advising, and tutoring.

"Developmental education" means instruction through which a high school graduate who applies to a college credit program may attain the communication and computation skills necessary to successfully complete college-level coursework.

"Developmental education course" or "developmental education coursework" means a course or a category of courses in which students are placed based on an institution's finding that a student does not have the proficiency necessary to succeed in an introductory college-level English language or mathematics course.

"College-level English language or mathematics course" or "college-level English language or mathematics coursework" means a course that bears credit and fulfills English language or mathematics credit requirements for a baccalaureate degree, a certificate, or an associate degree from a postsecondary educational institution.

Developmental education models are defined as follows:

- 1) **Traditional** developmental instruction places a student into a course level and the student completes the course sequence that leads to the course required for their respective degree. Courses are typically a semester long each.
- 2) **Co-requisite** developmental instruction or tutoring supplements credit instruction while a student is concurrently enrolled in a credit-bearing course. For example, a student would be enrolled in a credit-bearing course and take a related lab/course to supplement their learning.
- 3) **Compressed** developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the course. Course delivery is more intense, and courses are offered in a variety of shortened timeframes to allow students to progress quickly. For example, a course that was originally scheduled to meet once a week for 16 weeks could meet twice a week for 8 weeks.
- 4) **Modularized** developmental instruction is customized and targeted to address specific skills gaps through courses that are technology-based and self-paced. Course material is divided into sub-unit parts and allows students to master targeted skill area deficiencies. For example, one three-credit course could be converted into three one-credit courses, each targeting a different set of concepts to master.

- 5) **Emporium** developmental instruction eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests. Students choose what types of learning materials to use depending on their needs, and how quickly to work through the materials.
- 6) **Contextualized** developmental instruction is content related to a student's program of study or meta-majors. For example, if a student were studying business or education, their writing prompts and or math would be related to those areas.

Additional developmental education models being tracked by ICCB but not yet offered at Illinois community colleges include:

- 7) **Stretch** developmental instruction is where students complete the college-credit-bearing course over two semesters instead of one because of the educational assumption that some students need more time and guidance based on their previous academic backgrounds and experiences. It is typically used in writing.
- 8) **Studio** developmental instruction involves students who would have normally been placed in the traditional developmental education course taking a credit-bearing gateway course. The sub-set of students in the credit-bearing course requiring developmental education is provided with additional supports in a lab-like setting. The supports usually come in the form of ad hoc interventions from the same instructor, a different instructor, or an academic support professional. It is typically used in writing.

This report builds on considerable previous work conducted under Illinois Senate Joint Resolution 41 and the Developmental Education Reform Act (110 ILCS 175/100.)

SENATE JOINT RESOLUTION 41

In 2019, the Senate of the General Assembly of the State of Illinois passed a Senate Joint Resolution (SJR) 41 that called for ICCB and IBHE to establish the SJR 41 Advisory Council for Developmental Education. This Council, in concert with ICCB and IBHE, was charged with 1) providing a benchmarking (inventory) report to the General Assembly on or before April 1, 2020, 2) a detailed report for scaling up developmental education reforms on or before July 1, 2020, and 3) a final report including an update on the implementation of reforms and outcomes for developmental education models. The completed reports are as follows:

- March 31, 2020. SJR 41 report titled [*Inventory of Developmental Education in Public Community Colleges and Universities in Illinois*](#), and
- June 30, 2020. SJR 41 report titled [*Scaling Developmental Education Reform in Illinois: A Report of the Senate Joint Resolution 41 Advisory Council*](#), and
- December 31, 2020. SJR 41 report titled [*Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois*](#).

DEVELOPMENTAL EDUCATION REFORM ACT

The Developmental Education Reform Act (DERA) as part of HB2170 was signed into law in March 2021. DERA aims to address inequities in degree completion by race and income status by reforming developmental education placement and delivery. The legislation:

- Requires that on or before May 1, 2022, all community colleges use each of the following measures, as appropriate, to determine the placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018:
 1. A student's cumulative high school grade point average.
 2. A student's successful completion of an appropriate high school transition course in mathematics or English.
 3. A student's successful completion of an appropriate developmental education or introductory college-level English language or mathematics course at another postsecondary educational institution.

In determining the placement of a student in introductory college-level English language or mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement. A community college should also consider other individual measures as set forth in recommendations approved by the Illinois Council of Community College Presidents.

- Requires each public institution of higher education to publicly post its placement policy in a manner that is easily accessible to both students and prospective students.
- Requires that beginning no later than December 1, 2021, IBHE shall convene stakeholders to consider a multiple measures framework for placement into college-level coursework for Illinois public universities with considerations for math pathways and major requirements.
- Requires that on or before May 1, 2022, each public university submit to IBHE and each public community college submit to ICCB its institutional plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within 2 semesters at the institution.
- Requires that on or before February 15, 2023, and every 2 years thereafter, IBHE and ICCB collect data and report to the General Assembly and the public the status of developmental education reforms at institutions.
- Requires that on or before February 15, 2024, and every 2 years thereafter, IBHE and ICCB, in consultation with institutions of higher education and other stakeholders, consider additional data reporting requirements to facilitate the rigorous and continuous evaluation of each

institution's implementation plan and its impact on improving outcomes for students in developmental education, particularly for Black students.

STATUS OF DEVELOPMENTAL EDUCATION REFORMS

The status of developmental education reform reflects significant improvements in the overall structure, placement, and content of developmental education. The plans submitted, although representative of a first attempt, outline strategies with preliminary supporting evidence for improving the outcomes of students in developmental education and reducing time to degree attainment and overall costs. Examples of these strategies include a shift from single placement mechanisms to multiple measures to assess postsecondary readiness and place students, streamlining developmental education through course redesign, such as offering co-requisite college-level courses, and implementing comprehensive, integrated, and progressive student support programs. The plans submitted reveal that nearly 90% are actively implementing and planning the design, implementation, and refinement of new programs to support continuous improvement in their developmental education model. This is an evolving process, but these reforms can allow students to complete the developmental education courses in a timelier manner through accelerated coursework sequences and other curricular revisions.

To align with the legislative requirements, reports also indicate that nearly 65% of schools have a proposed plan or a plan in use to address equity, and most are planning to utilize a data-driven approach to collect and assess data and ensure continuous improvement. The colleges were asked to illustrate plans designed to improve outcomes for Black students. Less than half of the schools provided plans that specifically addressed this question while the majority included the outcomes and support for Black students as part of the entire population of students. Clarification will be provided to schools to ensure appropriate and required data is collected going forward which speaks directly to improving outcomes and reforms for Black students.

The findings within the reports indicate that the institutions are taking an intentional approach to developmental education reform. The institutions are broadening placement measures to identify deficiencies that allow for a more holistic assessment of student ability. The institutions recognize that traditional developmental education course structure and sequencing creates barriers to completion. As a result, nearly all the plans show pathways and courses that have been streamlined and accelerated, or in some cases eliminated, to ensure success in developmental coursework. Institutions also recognize the importance of increased collaboration with local high schools and members of administration to align courses and build transition and bridge courses. Student support services are also a critical component of a successful developmental education program. Institutions are focusing on support programs that utilize a variety of areas designed to improve outcomes, provide student interventions throughout the duration of the course, which includes referral to resources, and increase persistence and completion. Professional development and training were also items commonly addressed in the plans. This is a necessary component to ensure students are learning effectively and instructors are providing engaging and rigorous instruction, as well as an understanding of the legislative requirements and the need for developmental education reform. This is equally as important as the support services for students

to ensure there is buy-in and instruction and coursework is evolving to meet the needs of the students.

DEVELOPMENTAL EDUCATION ENROLLMENT BY MODEL

The data provided in Tables 1-4, as well as Appendix A Tables, derive from the student-level ICCB Centralized Data System and represent any student enrolled in a developmental education model during the academic year. This can include students that are first-time, continuing, and transfer-in. Being inclusive of the entire student population provides a full, comprehensive picture of developmental education students and models in the Illinois community college system.

To reference developmental education model availability and implementation within Illinois community colleges prior to fiscal year 2021, the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois* provides an inventory of developmental education models. Developmental education model information for SJR 41 reporting was captured through summary-level data via survey, while data/information within this report is utilizing student-level data within ICCB's Centralized Data System.

MATHEMATICS DEVELOPMENTAL EDUCATION MODELS

Table 1 provides the number of Illinois community colleges offering developmental education by model in Mathematics in fiscal years 2021 and 2022. In fiscal year 2022, for the 48 Illinois community colleges, most (N = 45) are providing the traditional model for Mathematics. Nearly half of the community colleges provide the co-requisite model (N = 22; 45.8 percent), followed by the compressed model (N = 10; 20.8 percent), other model (N = 8; 16.7 percent), emporium model (N = 3; 6.3 percent), and modularized model (N = 2; 4.2 percent). Compared to fiscal year 2021, models available at community colleges remained similar with an increase for the compressed model (N = +2), while fewer colleges were providing the emporium model (N = -3) and co-requisite model (N = -1).

Table 1
Number of Illinois Community Colleges by Developmental Education Model in Mathematics, Fiscal Years 2021-2022

	Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model
FY 22	45	22	10	2	3	8
FY 21	45	23	8	2	6	8

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Table 2 contains Illinois community student enrollment by developmental education model in Mathematics in fiscal years 2021 and 2022. Some students may enroll in more than one

developmental education model during an academic year. “Primary” is defined as the model the student was most recently enrolled in during the academic year. If a student was enrolled in two models, “Secondary” represents the model utilized most recently in the academic year before the transition to the primary model. In fiscal year 2022, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 19,749), followed by co-requisite (N = 2,398), emporium (N = 1,329), compressed (N = 922), other (N = 240), and Modularized (N = 198). Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar.

Table 2

**Illinois Community Colleges Student Enrollment by Developmental Education Model in Mathematics,
Fiscal Years 2021-2022**

		Traditional Dev Ed Model	Co- Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model	Total
FY 22	Primary	19,749	2,398	922	198	1,329	240	24,836
	Secondary	641	157	208	35	36	9	1,086
FY 21	Primary	22,630	2,882	512	251	1,950	365	28,590
	Secondary	752	23	89	40	83	28	1,015

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODELS

Table 3 provides the number of Illinois community colleges offering developmental education by model in English Language Arts in fiscal years 2021 and 2022. In fiscal year 2022, for the 48 Illinois community colleges, most (N = 41) provided the traditional model for English Language Arts. Nearly three out of four community colleges provided the co-requisite model (N = 35; 72.9 percent), followed by the compressed model (N = 9; 18.8 percent) and other model (N = 1; 2.1 percent). Compared to fiscal year 2021, there were two fewer colleges offering the traditional model, while the co-requisite and compressed models each exhibited increases in the number of colleges providing those models. The emporium model was offered by two colleges in fiscal year 2021 but none in fiscal year 2022. The other model decreased from three colleges to one college in fiscal year 2022. Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar.

Table 3

**Number of Illinois Community Colleges by Developmental Education Model in English
Language Arts, Fiscal Years 2021-2022**

	Traditional Dev Ed Model	Co- Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model
FY 22	41	35	9	0	0	1
FY 21	43	33	4	0	2	3

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Table 4 contains Illinois community student enrollment by developmental education model in English Language Arts in fiscal years 2021 and 2022. In fiscal year 2022, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 9,634), followed by co-requisite (N = 5,988), compressed (N = 437), and other (N = 89). Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar. There was a slight uptick in the proportion of students enrolled in co-requisite and cocompressed models and a slight decrease in the proportion of students enrolled in traditional models.

Table 4

Illinois Community Colleges Student Enrollment by Developmental Education Model in English/Language Arts, Fiscal Years 2021-2022

		Traditional Dev Ed Model	Co- Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model	Total
FY 22	Primary	9,634	5,988	437	0	0	89	16,148
	Secondary	544	101	152	0	0	0	797
FY 21	Primary	10,284	6,086	307	0	19	103	16,799
	Secondary	549	58	41	0	0	124	772

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY MODEL

The data provided in Tables 5-16, as well as Appendix B Tables, are cohort-based and represent first-time, full-time certificate/degree seeking students enrolled in a developmental education model upon entry in the Fall. The cohort methodology is identical to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) first-time, full-time students, degree seeking cohort that encapsulates students both enrolling and not enrolling in a developmental education model upon entry. The benefit of utilizing a tracking cohort is the ability to examine multiple momentum points and completion across a set timeframe. ICCB introduced the developmental education model variables to its annual student-level data collection in Academic Year 2020-21 in response to recommendations in strengthening developmental education data collection processes from SJR 41. Thus, Fall 2020 first-time, full-time certificate/degree seeking students represent the first developmental education model cohort that ICCB is able to track and examine through student-level data within the ICCB Centralized Data System.

To reference developmental education model student outcomes within Illinois community colleges prior to fiscal year 2021, the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois* provides momentum point outcomes and completion rates for developmental education models. Developmental education model information for SJR 41 reporting was captured through summary-

level data via survey while data/information within this report is utilizing student-level data within ICCB's Centralized Data System.

Community colleges are open access institutions and serve a significant number of at-risk students. COVID 19 exacerbated issues for many in that population and presented fiscal and technological challenges, childcare and family constraints, as well as strains on mental health. The timeframe for the analysis of developmental education models within this report occurs during academic years 2020-21 and 2021-22.

For Tables 5-16 and Appendix B Tables, data are suppressed in cells for five or few students and indicated with "DS".

MATHEMATICS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME/FULL-TIME DEGREE-SEEKING STUDENTS

The information in **Table 5** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by Mathematics developmental education model in Illinois community colleges. Appendix Table B-1 contains the same outcomes at the community college-level. Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing a Math gateway course with a C or higher for year one at 56.40 percent and year one and year two combined (61.19%). The traditional, compressed, modularized, emporium, and other models ranged from 0.0 percent to 18.42 percent for students passing a Math gateway course with a C or higher in year one. In examining year one and two combined for passing a Math gateway course with C or higher, beyond the co-requisite model, the compressed model had the highest percentage at 39.47 percent followed by the other, traditional, emporium, and modularized models.

Table 5

Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020 First-Time, Full-Time Students by Mathematics Developmental Education Model

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
Traditional	3,419	443	12.96%	957	27.99%	280	8.19%
Co-Requisite	688	388	56.40%	421	61.19%	96	13.95%
Compressed	76	14	18.42%	30	39.47%	14	18.42%
Modularized	44	0	0.00%	DS	DS	8	18.18%
Emporium	333	41	12.31%	86	25.83%	36	10.81%
Other	89	12	13.48%	28	31.46%	9	10.11%
Total	4,649	898	19.32%	1,523	32.76%	443	9.53%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 6 encompasses the same Fall 2020 first-time, full-time student cohort by Mathematics developmental education model in Illinois community colleges as Table 5. In Table 6, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-1 contains the same outcomes at the community college-level.

Statewide, the modularized model had the highest rate of average hours earned in the first academic year (28.36 hours) and second academic year (25.11 hours). For the same measure in year one, the co-requisite, compressed, emporium, traditional, and other models ranged from 7.67 to 19.16 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 61.36 percent followed by the co-requisite (34.59 percent) and compressed (32.89 percent) models. In examining retention (Fall-to-Fall) the outcomes were very similar across the models and ranged from a high of 66.07 percent for the emporium model to 57.30 percent for the other model.

Table 6

Illinois Community College Persistence and Retention for Fall 2020 First-Time, Full-Time Students by Mathematics Developmental Education Model

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
Traditional	3,419	15.76	767	22.43%	2,092	61.19%	11.43
Co-Requisite	688	19.16	238	34.59%	432	62.79%	12.31
Compressed	76	18.78	25	32.89%	50	65.79%	13.66
Modularized	44	28.36	27	61.36%	27	61.36%	25.11
Emporium	333	16.82	73	21.92%	220	66.07%	12.70
Other	89	7.67	DS	DS	51	57.30%	11.52
Total	4,649	16.35	1,134	24.39%	2,872	61.78%	11.82

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

Table 7 contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by Mathematics developmental education model in Illinois community colleges. Appendix Table B-2 provides the same outcomes at the community college-level. The information in Tables 7 and 8 encompass a year newer cohort compared to the Fall 2020 cohort in Tables 5 and 6.

Statewide, the co-requisite model had the highest percentage of students passing a Math gateway course with a C or higher for year one by a substantial margin at 59.41 percent for the Fall 2021 cohort. The compressed, traditional, emporium, modular, and other models ranged from 0.0 percent to 15.45 percent for students passing a Math gateway course with a C or higher in year one.

Table 7**Illinois Community College Gateway Course Completion for Fall 2021 First-Time, Full-Time Students by Mathematics Developmental Education Model**

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Traditional	3,685	466	12.65%
Co-Requisite	643	382	59.41%
Compressed	110	17	15.45%
Modularized	27	0	0.00%
Emporium	235	9	3.83%
Other	66	6	9.09%
Total	4,766	880	18.46%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

Table 8 encompasses the same Fall 2021 first-time, full-time student cohort by Mathematics developmental education model in Illinois community colleges as Table 7. Appendix Table B-2 provides the same outcomes at the community college-level. Statewide, the modularized model had the highest rate of average hours earned in the first academic year (23.67 hours). For the same measure, the co-requisite, emporium, traditional, compressed, and other ranged from 11.57 to 17.76 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 51.85 percent followed by the co-requisite (29.39 percent) and traditional (23.01 percent) models. In examining retention (Fall-to-Fall) the emporium model had the highest rate (73.19 percent), followed closely by the traditional (62.96 percent), co-requisite (62.52 percent), and compressed (60.91 percent) models. The modularized model and other model had retention rates of 55.56 percent and 46.97 percent, respectively.

Table 8**Illinois Community College Persistence and Retention for Fall 2021 First-Time, Full-Time Students by Mathematics Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall
Traditional	3,685	15.94	848	23.01%	2,320	62.96%
Co-Requisite	643	17.76	189	29.39%	402	62.52%
Compressed	110	14.01	16	14.55%	67	60.91%
Modularized	27	23.67	14	51.85%	15	55.56%
Emporium	235	17.36	46	19.57%	172	73.19%
Other	66	11.57	13	19.70%	31	46.97%
Total	4,766	16.19	1,126	23.63%	3,007	63.09%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME/FULL-TIME DEGREE-SEEKING STUDENTS

The information in **Table 9** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. Appendix Table B-3 contains the same outcomes at the community college-level. Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one at 65.76 percent and year one and year two combined (70.20 percent). The traditional model had a rate of 25.56 percent for those students passing an English Language Arts gateway course with a C or higher for year one and 39.99 percent for year one and two combined. Both the compressed model and other model have a low count of students enrolled which can potentially skew results.

Table 9

Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020 First-Time, Full-Time Students by English/Language Arts Developmental Education Model

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
Traditional	1,878	480	25.56%	751	39.99%	111	5.91%
Co-Requisite	1,691	1,112	65.76%	1,187	70.20%	139	8.22%
Compressed	10	DS	DS	DS	DS	0	0.00%
Other	13	7	53.85%	7	53.85%	DS	DS
Total	3,592	1,600	44.54%	1,948	54.23%	252	7.02%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 10 encompasses the same Fall 2020 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 9. In Table 10, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-3 contains the same outcomes at the community college-level.

Statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.80 hours). In the second academic year of enrollment, students in the co-requisite model averaged 11.58 hours. For the traditional model, students averaged 12.58 hours in the first year

and 9.38 hours in the second year. The co-requisite model had the highest percentage of students earning 24 or more credit hours in their first academic year at 22.59 percent, while the traditional model had a rate of 13.63 percent. For Fall-to-Fall retention, the co-requisite model had the highest rate at 61.74 percent with the traditional model having a slightly lower rate at 55.48 percent. Both the compressed model and other model have a low count of students enrolled which can potentially skew results.

Table 10

Illinois Community College Persistence and Retention for Fall 2020 First-Time, Full-Time Students by English/Language Arts Developmental Education Model

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
Traditional	1,878	12.58	256	13.63%	1,042	55.48%	9.38
Co-Requisite	1,691	16.80	382	22.59%	1,044	61.74%	11.58
Compressed	10	10.20	0	0.00%	DS	DS	11.40
Other	13	0.92	0	0.00%	7	53.85%	14.38
Total	3,592	14.52	638	17.76%	2,098	58.41%	10.44

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

Table 11 contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by English Language developmental education model in Illinois community colleges. Appendix Table B-4 provides the same outcomes at the community college-level. The information in Tables 11 and 12 encompass a year newer cohort compared to the Fall 2020 cohort in Tables 9 and 10.

Amongst models with at least 25 students enrolled, statewide, the co-requisite model had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one at 49.44 percent, followed closely by the other model at 48.28 percent and then the emporium model at 41.94 percent. The compressed model had a rate of 38.46 percent with the traditional model following it at a rate of 36.82 percent.

Table 11

Illinois Community College Gateway Course Completion for Fall 2021 First-Time, Full-Time Students by English/Language Arts Developmental Education Model

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Traditional	1,100	405	36.82%
Co-Requisite	269	133	49.44%
Compressed	26	10	38.46%
Modularized	14	8	57.14%
Emporium	93	39	41.94%
Other	29	14	48.28%
Total	1,531	609	39.78%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

Table 12 encompasses the same Fall 2021 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 11. Appendix Table B-4 provides the same outcomes at the community college-level. Amongst models with at least 25 students enrolled, statewide, the emporium model had the highest rate of average hours earned in the first academic year (13.99 hours), followed closely by the compressed model at 13.92 hours and co-requisite model at 13.59 hours. For the same measure, the traditional model had a rate of 11.31 hours, while the other model was at 5.93 hours. For students earning 24 or more credit hours in their first academic year, the compressed model had a rate of 11.54 percent with the co-requisite model closely following at 11.15 percent. The traditional model had a rate of 9.27 percent for the same measure, followed by the emporium model at 4.30 percent and other model at 3.45 percent.

Amongst models with at least 25 students enrolled, the compressed model had the highest percentage of students earning 24 or more credit hours in their first academic year at 11.54 percent, followed by the co-requisite (11.15 percent) and traditional (9.27 percent) models.

In examining retention (Fall to Fall) the emporium model had the highest rate 68.82 percent, followed by similar outcomes amongst the co-requisite (59.11 percent), compressed (57.69 percent), and traditional (56.00 percent). The other model had a retention rate of 51.72 percent.

Table 12**Illinois Community College Persistence and Retention for Fall 2021 First-Time, Full-Time Students by English/Language Arts Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall
Traditional	1,100	11.31	102	9.27%	616	56.00%
Co-Requisite	269	13.59	30	11.15%	159	59.11%
Compressed	26	13.92	DS	DS	15	57.69%
Modularized	14	25.93	9	64.29%	8	57.14%
Emporium	93	13.99	DS	DS	64	68.82%
Other	29	5.93	DS	DS	15	51.72%
Total	1,531	11.90	149	9.73%	877	57.28%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

As required by the Developmental Education Reform Act, student outcomes are disaggregated by gender, race and ethnicity, and federal Pell Grant status in Appendix Tables B1-B4 at the statewide and Illinois community-college-level. Further analysis below is provided for the race/ethnicity subgroup including Latinx and African American students, as well as students from lower socioeconomic status via the Pell status variable.

For the examination of student outcomes by race/ethnicity and Pell status, the Fall 2020 first-time, full-time student cohort by developmental education model in Illinois community colleges is utilized. The models need to have at least twenty-five (25) students in each of the White, African American, and Latinx race/ethnicity categories. For the Mathematics models, the traditional, co-requisite, and emporium models met that criteria. For the English Language Arts models, the traditional and co-requisite models met these criteria.

MATHEMATICS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

The information in **Table 13** provides statewide student outcomes for Fall 2020 first-time, full-time students by Mathematic developmental education model in Illinois community colleges for the following race/ethnic categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-1 provides the same outcomes for all race/ethnic categories and models. Race/ethnicity gaps are evident across many of the student outcomes and models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, percent

earning 24+ credit hours in year one, and Fall-to-Fall retention rate (except for the emporium model).

Hispanic/Latino students had higher rates of performance when examining percent passing a Math gateway course with a C or higher for the co-requisite model for both year one and year one and year two combined and emporium model in year one. Black or African American students had a substantial gap in performance for the same student outcomes. For Fall-to-Fall retention, there was a performance gap as well for Black or African American students as compared to White and Hispanic/Latino. As compared to White students, Hispanic/Latino students had a higher Fall-to-Fall retention rate for the emporium model.

The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing a Math gateway course with a C or higher in both year one and year one and year two combined. Given the end goal is for students to complete a certificate or degree, additional longitudinal analysis (i.e., tracking students into academic year 2023) will be conducted with the Fall 2020 cohort to determine completion within 150% of catalog time. At the time of publication of this report, the ICCB Centralized Data System had full-year academic data through 2021-22. Currently, the completion rates from two years after entry are low across the models.

Table 13

Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by Mathematics Developmental Education Model by Race/Ethnicity

Student Outcome	Co-Requisite			Emporium			Traditional		
	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White
Average Hours in Year One	12.61	16.73	23.97	13.70	16.09	17.59	11.23	13.65	18.69
% Earning 24+ Credit Hours in Year One	13.16%	25.00%	51.65%	18.92%	10.23%	27.39%	10.26%	14.34%	32.33%
% Retained Fall-to-Fall	47.37%	61.69%	66.12%	43.24%	75.00%	64.97%	45.88%	61.50%	66.33%
% Passing Math Gateway Course with C or Higher in Year One	43.42%	60.71%	56.20%	DS	14.77%	12.10%	8.25%	11.65%	15.21%
% Passing Math Gateway Course with C in or Higher in Either Year One or Two	48.68%	63.96%	61.98%	16.22%	23.86%	27.39%	19.72%	26.66%	31.50%
% Completions in either Year One or Two	DS	12.66%	17.77%	DS	DS	15.29%	4.43%	5.68%	11.12%
Average Hours in Year Two	7.72	11.06	14.42	8.32	13.15	13.41	7.96	10.06	13.43

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 14 provides statewide student outcomes for Fall 2020 first-time, full-time students by Mathematic developmental education model in Illinois community colleges by Pell status. Appendix Table B-1 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the Racial/Ethnic analysis. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, and Fall-to Fall-retention rate.

Examining percent passing a Math gateway course with a C or higher in year one and in year one and year two combined, Non-Pell students outperformed Pell students across most models but had comparable outcomes.

The co-requisite model had the best results by a considerable margin as compared to the emporium and traditional models regardless of Pell status for percent passing a Math gateway course with a C or higher in both year one and year one and year two combined.

Table 14

Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by Mathematics Developmental Education Model by Pell Status

	Co-Requisite		Emporium		Traditional	
	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient
Average Hours in Year One	21.13	17.20	17.19	16.36	16.66	14.85
% Earning 24+ Credit Hours in Year One	41.69%	27.54%	23.78%	19.59%	25.16%	19.66%
% Retained Fall-to-Fall	65.89%	59.71%	67.57%	64.19%	65.28%	57.02%
% Passing Math Gateway Course with C or Higher in Year One	59.18%	53.62%	13.51%	10.81%	14.55%	11.33%
% Passing Math Gateway Course with C in or Higher in Either Year One or Two	63.56%	58.84%	26.49%	25.00%	30.72%	25.21%
% Completions in either Year One or Two	13.70%	14.20%	12.97%	8.11%	8.93%	7.44%
Average Hours in Year Two	13.58	11.04	13.38	11.85	12.49	10.35

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

Table 15 contains statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges for the following race/ethnic categories: Black or African American, Hispanic/Latino, and White.

Appendix Table B-3 provides the same outcomes for all race/ethnic categories and models. Race/ethnicity gaps are evident across many of the student outcomes and models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, and percent earning 24+ credit hours in year one.

Gaps closed amongst White and Hispanic/Latino students when examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined. Black or African American students had a substantial gap in performance for the same student outcomes. For Fall-to-Fall retention, there was a performance gap as well for Black or African American students as compared to White and Hispanic/Latino students.

The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined.

Table 15

Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by English Language Arts Developmental Education Model by Race/Ethnicity

Student Outcomes	Co-Requisite			Traditional		
	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White
Average Hours in Year One	14.51	15.84	18.96	9.37	11.63	15.60
% Earning 24+ Credit Hours in Year One	16.42%	17.83%	32.01%	7.22%	9.12%	23.02%
% Retained Fall-to-Fall	50.00%	61.53%	64.46%	40.37%	57.40%	60.48%
% Passing English Gateway Course with C or Higher in Year One	56.57%	69.17%	63.36%	17.11%	27.80%	28.89%
% Passing English Gateway Course with C in or Higher in Either Year One or Two	61.68%	72.36%	68.65%	29.68%	41.41%	43.97%
% Completions in either Year One or Two	8.03%	7.26%	9.27%	3.21%	4.78%	8.41%
Average Hours in Year Two	9.91	10.65	13.02	6.40	8.75	11.46

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 16 provides statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges by Pell status. Appendix Table B-3 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the Racial/Ethnic gaps. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, and Fall-to-Fall retention rate.

Examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined, Non-Pell students outperformed Pell students across the co-requisite and traditional models by a small margin.

The co-requisite model had the best results by a considerable margin as compared to the emporium model, regardless of Pell status, for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined.

Table 16

Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by English Language Arts Developmental Education Model by Pell Status

	Co-Requisite		Traditional	
	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient
Average Hours in Year One	17.45	16.38	13.17	12.16
% Earning 24+ Credit Hours in Year One	25.67%	20.57%	15.40%	12.34%
% Retained Fall-to-Fall	65.22%	59.45%	58.84%	53.04%
% Passing English Language Arts Gateway Course with C or Higher in Year One	68.06%	64.25%	28.41%	23.48%
% Passing English Language Arts Gateway Course with C in or Higher in Either Year One or Two	71.79%	69.15%	43.18%	37.66%
% Completions in either Year One or Two	8.51%	8.03%	5.81%	5.99%
Average Hours in Year Two	12.60	10.91	10.08	8.88

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

With the end goal for students being the completion of a certificate or degree, additional longitudinal analysis (i.e., tracking students into Academic Year 2022-23) will be conducted with the Fall 2020 cohort to determine completion within 150% of catalog time. At the time of publication of this report, the ICCB Centralized Data System had full-year academic data through 2021-22. Currently, the completion rates from two years after entry are low across the models. A third-year of tracking may result in an increase in completions overall and across subgroups. Academic year 2022-23 student-level data within ICCB's Centralized Data System will be available in November, 2023.

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APPENDIX A

Developmental Education Enrollment by Model by Illinois Community College

Table A-1 - Summary of Fiscal Year 2022 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-2 - Summary of Fiscal Year 2022 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-3 - Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-4 - Summary of Fiscal Year 2021 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-5 - Summary of Fiscal Year 2022 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-6 - Summary of Fiscal Year 2022 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

Table A-7 - Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-8 - Summary of Fiscal Year 2021 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

APPENDIX B

Statewide Illinois Community College System Developmental Education Student Outcomes by Model

Table B-1 – Fiscal Year 2021-Fall 2020 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-2 – Fiscal Year 2022-Fall 2021 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-3 - Fiscal Year 2021-Fall 2020 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Table B-4 – Fiscal Year 2022-Fall 2021 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Note: For Appendix B Tables, data are suppressed in cells for five or few students and indicated with “DS”.

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Illinois Community College Board. (2023). *Status of Developmental Education Reform in the Illinois Community College System in Fiscal Year 2023*. Springfield, IL: Author.

Illinois Community College Board																	
Table A-1																	
Summary of Fiscal Year 2022 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College																	
		Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,329	305	66.3%	62	13.5%	93	20.2%	0	0.0%	0	0.0%	0	0.0%	460	7.9%	5,789
51801	Carl Sandburg	2,143	123	93.2%	9	6.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	132	5.8%	2,275
50802	CCC Harold Washington	7,618	595	94.4%	26	4.1%	0	0.0%	0	0.0%	0	0.0%	9	1.4%	630	7.6%	8,248
50804	CCC Harry S Truman	7,630	190	68.3%	84	30.2%	0	0.0%	0	0.0%	0	0.0%	4	1.4%	278	3.5%	7,908
50801	CCC Kennedy-King	2,763	83	58.9%	57	40.4%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	141	4.9%	2,904
50803	CCC Malcolm X	8,700	552	61.3%	342	38.0%	0	0.0%	0	0.0%	0	0.0%	7	0.8%	901	9.4%	9,601
50805	CCC Olive-Harvey	2,912	86	52.8%	77	47.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	163	5.3%	3,075
50806	CCC Richard J. Daley	7,142	300	78.1%	82	21.4%	0	0.0%	0	0.0%	0	0.0%	2	0.5%	384	5.1%	7,526
50807	CCC Wilbur Wright	10,988	294	63.8%	103	22.3%	0	0.0%	0	0.0%	0	0.0%	64	13.9%	461	4.0%	11,449
50201	College of DuPage	34,051	1,608	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,608	4.5%	35,659
53201	College of Lake County	19,067	889	89.9%	0	0.0%	0	0.0%	100	10.1%	0	0.0%	0	0.0%	989	4.9%	20,056
50701	Danville Area	2,943	253	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	253	7.9%	3,196
50901	Elgin	11,269	1,203	93.3%	0	0.0%	87	6.7%	0	0.0%	0	0.0%	0	0.0%	1,290	10.3%	12,559
51201	Harper	20,364	577	57.4%	429	42.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,006	4.7%	21,370
54001	Heartland	6,531	823	94.5%	48	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	871	11.8%	7,402
51901	Highland	2,526	228	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	228	8.3%	2,754
52904	IECC Frontier	13,468	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	13,476
52901	IECC Lincoln Trail	752	40	97.6%	0	0.0%	1	2.4%	0	0.0%	0	0.0%	0	0.0%	41	5.2%	793
52902	IECC Olney Central	1,437	2	40.0%	0	0.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	5	0.3%	1,442
52903	IECC Wabash Valley	1,527	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.3%	1,531
51401	Illinois Central	9,797	559	95.7%	25	4.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	584	5.6%	10,381
51301	Illinois Valley	3,558	97	48.7%	102	51.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	199	5.3%	3,757
53001	John A. Logan	6,142	264	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	264	4.1%	6,406
53901	John Wood	2,355	134	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	134	5.4%	2,489
52501	Joliet Junior	17,991	2,077	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,077	10.3%	20,068
52001	Kankakee	3,454	200	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	200	5.5%	3,654
50101	Kaskaskia	5,155	357	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	357	6.5%	5,512
52301	Kishwaukee	3,201	299	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	299	8.5%	3,500
51701	Lake Land	8,324	209	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	209	2.4%	8,533
53601	Lewis and Clark	4,989	325	72.7%	122	27.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	447	8.2%	5,436
52601	Lincoln Land	8,215	0	0.0%	0	0.0%	280	100.0%	0	0.0%	0	0.0%	0	0.0%	280	3.3%	8,495
52801	McHenry County	12,160	394	54.8%	281	39.1%	44	6.1%	0	0.0%	0	0.0%	0	0.0%	719	5.6%	12,879
52401	Moraine Valley	16,011	1,398	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,398	8.0%	17,409
52701	Morton	5,018	141	35.6%	255	64.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	396	7.3%	5,414
53501	Oakton	12,875	11	1.2%	0	0.0%	0	0.0%	0	0.0%	934	98.8%	0	0.0%	945	6.8%	13,820
50501	Parkland	7,676	857	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	857	10.0%	8,533
51501	Prairie State	5,085	361	90.9%	36	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	397	7.2%	5,482
52101	Rend Lake	3,120	43	27.0%	24	15.1%	0	0.0%	0	0.0%	92	57.9%	0	0.0%	159	4.8%	3,279
53701	Richland	3,296	192	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	192	5.5%	3,488
51101	Rock Valley	8,845	330	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	330	3.6%	9,175
50601	Sauk Valley	2,235	136	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	136	5.7%	2,371
53101	Shawnee	2,588	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	153	100.0%	153	5.6%	2,741
51001	South Suburban	6,971	473	70.9%	0	0.0%	194	29.1%	0	0.0%	0	0.0%	0	0.0%	667	8.7%	7,638
53301	Southeastern Illinois	2,369	95	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	95	3.9%	2,464
52201	Southwestern Illinois	13,610	785	90.9%	0	0.0%	79	9.1%	0	0.0%	0	0.0%	0	0.0%	864	6.0%	14,474
53401	Spoon River	1,528	28	22.2%	0	0.0%	0	0.0%	98	77.8%	0	0.0%	0	0.0%	126	7.6%	1,654
50401	Triton	13,990	743	60.5%	182	14.8%	0	0.0%	0	0.0%	303	24.7%	0	0.0%	1,228	8.1%	15,218
51601	Waubensee	12,404	1,082	85.1%	48	3.8%	141	11.1%	0	0.0%	0	0.0%	0	0.0%	1,271	9.3%	13,675
Total		372,122	19,749	79.5%	2,398	9.7%	922	3.7%	198	0.8%	1,329	5.4%	240	1.0%	24,836	6.3%	396,958
Data Source: ICCB Centralized Data System																	

Data Source: ICCB Centralized Data System

Illinois Community College Board																		
Table A-2																		
Summary of Fiscal Year 2022 Student Enrollment in <u>Secondary</u> Developmental Model in Mathematics by Illinois Community College																		
		Not in Dev Ed		Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
50301	Black Hawk	5,761	2	7.1%	9	32.1%	17	60.7%	0	0.0%	0	0.0%	0	0.0%	28	0.5%	5,789	
51801	Carl Sandburg	2,275	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,275	
50802	CCC Harold Washington	8,244	2	50.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	4	0.0%	8,248	
50804	CCC Harry S Truman	7,904	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	7,908	
50801	CCC Kennedy-King	2,900	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	2,904	
50803	CCC Malcolm X	9,571	26	86.7%	3	10.0%	0	0.0%	0	0.0%	0	0.0%	1	3.3%	30	0.3%	9,601	
50805	CCC Olive-Harvey	3,068	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.2%	3,075	
50806	CCC Richard J. Daley	7,513	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.2%	7,526	
50807	CCC Wilbur Wright	11,437	5	41.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%	6	50.0%	12	0.1%	11,449	
50201	College of DuPage	35,659	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35,659	
53201	College of Lake County	20,018	3	7.9%	0	0.0%	0	0.0%	35	92.1%	0	0.0%	0	0.0%	38	0.2%	20,056	
50701	Danville Area	3,196	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,196	
50901	Elgin	12,188	358	96.5%	0	0.0%	13	3.5%	0	0.0%	0	0.0%	0	0.0%	371	3.0%	12,559	
51201	Harper	21,289	80	98.8%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	81	0.4%	21,370	
54001	Heartland	7,395	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.1%	7,402	
51901	Highland	2,754	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,754	
52904	IECC Frontier	13,476	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,476	
52901	IECC Lincoln Trail	787	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.8%	793	
52902	IECC Olney Central	1,441	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1,442	
52903	IECC Wabash Valley	1,531	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,531	
51401	Illinois Central	10,380	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	10,381	
51301	Illinois Valley	3,756	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	3,757	
53001	John A. Logan	6,319	0	0.0%	87	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	87	1.4%	6,406	
53901	John Wood	2,489	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,489	
52501	Joliet Junior	20,068	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,068	
52001	Kankakee	3,654	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,654	
50101	Kaskaskia	5,511	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	5,512	
52301	Kishwaukee	3,500	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,500	
51701	Lake Land	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533	
53601	Lewis and Clark	5,423	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.2%	5,436	
52601	Lincoln Land	8,495	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,495	
52801	McHenry County	12,794	37	43.5%	16	18.8%	32	37.6%	0	0.0%	0	0.0%	0	0.0%	85	0.7%	12,879	
52401	Moraine Valley	17,409	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,409	
52701	Morton	5,403	10	90.9%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.2%	5,414	
53501	Oakton	13,820	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,820	
50501	Parkland	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533	
51501	Prairie State	5,461	17	81.0%	4	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.4%	5,482	
52101	Rend Lake	3,279	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,279	
53701	Richland	3,488	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,488	
51101	Rock Valley	9,175	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,175	
50601	Sauk Valley	2,371	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,371	
53101	Shawnee	2,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,741	
51001	South Suburban	7,588	17	34.0%	0	0.0%	33	66.0%	0	0.0%	0	0.0%	0	0.0%	50	0.7%	7,638	
53301	Southeastern Illinois	2,464	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,464	
52201	Southwestern Illinois	14,444	7	23.3%	0	0.0%	22	73.3%	0	0.0%	0	0.0%	1	3.3%	30	0.2%	14,474	
53401	Spoon River	1,639	15	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.9%	1,654	
50401	Triton	15,172	8	17.4%	2	4.3%	0	0.0%	0	0.0%	36	78.3%	0	0.0%	46	0.3%	15,218	
51601	Waubensee	13,556	0	0.0%	30	25.2%	89	74.8%	0	0.0%	0	0.0%	0	0.0%	119	0.9%	13,675	
Total		395,872	641	59.0%	157	14.5%	208	19.2%	35	3.2%	36	3.3%	9	0.8%	1,086	0.3%	396,958	
Data Source: ICCB Centralized Data System																		

Illinois Community College Board																		
Table A-3																		
Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College																		
		Not in Dev Ed		Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
50301	Black Hawk	5,622	308	65.3%	86	18.2%	78	16.5%	0	0.0%	0	0.0%	0	0.0%	472	7.7%	6,094	
51801	Carl Sandburg	2,276	148	88.6%	19	11.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	167	6.8%	2,443	
50802	CCC Harold Washington	8,782	694	94.2%	30	4.1%	0	0.0%	0	0.0%	0	0.0%	13	1.8%	737	7.7%	9,519	
50804	CCC Harry S Truman	7,781	224	68.1%	95	28.9%	0	0.0%	0	0.0%	0	0.0%	10	3.0%	329	4.1%	8,110	
50801	CCC Kennedy-King	2,691	120	68.6%	49	28.0%	0	0.0%	0	0.0%	0	0.0%	6	3.4%	175	6.1%	2,866	
50803	CCC Malcolm X	9,388	691	66.2%	336	32.2%	0	0.0%	0	0.0%	0	0.0%	17	1.6%	1,044	10.0%	10,432	
50805	CCC Olive-Harvey	2,895	106	61.3%	65	37.6%	0	0.0%	0	0.0%	0	0.0%	2	1.2%	173	5.6%	3,068	
50806	CCC Richard J. Daley	7,936	340	80.0%	76	17.9%	0	0.0%	0	0.0%	0	0.0%	9	2.1%	425	5.1%	8,361	
50807	CCC Wilbur Wright	11,345	271	50.2%	125	23.1%	0	0.0%	0	0.0%	0	0.0%	144	26.7%	540	4.5%	11,885	
50201	College of DuPage	34,481	1,764	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,764	4.9%	36,245	
53201	College of Lake County	18,961	1,128	88.7%	1	0.1%	0	0.0%	143	11.2%	0	0.0%	0	0.0%	1,272	6.3%	20,233	
50701	Danville Area	3,796	278	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	278	6.8%	4,074	
50901	Elgin	10,370	1,327	93.6%	11	0.8%	80	5.6%	0	0.0%	0	0.0%	0	0.0%	1,418	12.0%	11,788	
51201	Harper	21,397	691	56.4%	535	43.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,226	5.4%	22,623	
54001	Heartland	6,775	186	22.0%	42	5.0%	0	0.0%	0	0.0%	618	73.0%	0	0.0%	846	11.1%	7,621	
51901	Highland	2,288	270	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	270	10.6%	2,558	
52904	IECC Frontier	3,238	19	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.6%	3,257	
52901	IECC Lincoln Trail	886	18	38.3%	0	0.0%	22	46.8%	0	0.0%	7	14.9%	0	0.0%	47	5.0%	933	
52902	IECC Olney Central	1,353	1	8.3%	0	0.0%	2	16.7%	0	0.0%	9	75.0%	0	0.0%	12	0.9%	1,365	
52903	IECC Wabash Valley	9,273	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	0.0%	9,274	
51401	Illinois Central	10,476	605	92.2%	51	7.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	656	5.9%	11,132	
51301	Illinois Valley	3,653	104	87.4%	15	12.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	119	3.2%	3,772	
53001	John A. Logan	6,687	225	78.1%	63	21.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	288	4.1%	6,975	
53901	John Wood	2,593	131	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	131	4.8%	2,724	
52501	Joliet Junior	18,582	2,163	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,163	10.4%	20,745	
52001	Kankakee	3,487	304	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	304	8.0%	3,791	
50101	Kaskaskia	4,496	325	99.7%	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	326	6.8%	4,822	
52301	Kishwaukee	3,462	380	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	380	9.9%	3,842	
51701	Lake Land	11,910	265	58.0%	192	42.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	457	3.7%	12,367	
53601	Lewis and Clark	6,004	313	67.0%	154	33.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	467	7.2%	6,471	
52601	Lincoln Land	8,350	320	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	320	3.7%	8,670	
52801	McHenry County	10,476	1,000	71.1%	319	22.7%	88	6.3%	0	0.0%	0	0.0%	0	0.0%	1,407	11.8%	11,883	
52401	Moraine Valley	15,915	1,778	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,778	10.0%	17,693	
52701	Morton	4,857	202	38.1%	328	61.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	530	9.8%	5,387	
53501	Oakton	14,019	0	0.0%	0	0.0%	0	0.0%	0	0.0%	941	100.0%	0	0.0%	941	6.3%	14,960	
50501	Parkland	8,423	710	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	710	7.8%	9,133	
51501	Prairie State	5,239	375	83.3%	75	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	450	7.9%	5,689	
52101	Rend Lake	2,961	120	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	120	3.9%	3,081	
53701	Richland	3,253	246	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	246	7.0%	3,499	
51101	Rock Valley	7,912	639	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	639	7.5%	8,551	
50601	Sauk Valley	2,140	150	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	150	6.6%	2,290	
53101	Shawnee	2,499	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	164	100.0%	164	6.2%	2,663	
51001	South Suburban	6,457	753	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	753	10.4%	7,210	
53301	Southeastern Illinois	2,110	86	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	86	3.9%	2,196	
52201	Southwestern Illinois	12,279	965	94.6%	0	0.0%	55	5.4%	0	0.0%	0	0.0%	0	0.0%	1,020	7.7%	13,299	
53401	Spoon River	1,558	18	14.3%	0	0.0%	0	0.0%	108	85.7%	0	0.0%	0	0.0%	126	7.5%	1,684	
50401	Triton	13,342	820	59.8%	178	13.0%	0	0.0%	0	0.0%	374	27.3%	0	0.0%	1,372	9.3%	14,714	
51601	Waubensee	12,180	1,049	82.5%	37	2.9%	186	14.6%	0	0.0%	0	0.0%	0	0.0%	1,272	9.5%	13,452	
Total		376,854	22,630	79.2%	2,882	10.1%	512	1.8%	251	0.9%	1,950	6.8%	365	1.3%	28,590	7.1%	405,444	
Data Source: ICCB Centralized Data System																		

Data Source: ICCB Centralized Data System

Illinois Community College Board																	
Table A-4																	
Summary of Fiscal Year 2021 Student Enrollment in <u>Secondary</u> Developmental Model in Mathematics by Illinois Community College																	
College District #	College Name	Not in Dev Ed	Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
		#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	6,061	11	33.3%	1	3.0%	21	63.6%	0	0.0%	0	0.0%	0	0.0%	33	0.5%	6,094
51801	Carl Sandburg	2,443	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,443
50802	CCC Harold Washington	9,510	6	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	33.3%	9	0.1%	9,519
50804	CCC Harry S Truman	8,101	4	44.4%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	4	44.4%	9	0.1%	8,110
50801	CCC Kennedy-King	2,862	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	2,866
50803	CCC Malcolm X	10,391	37	90.2%	4	9.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41	0.4%	10,432
50805	CCC Olive-Harvey	3,063	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3,068
50806	CCC Richard J. Daley	8,343	17	94.4%	1	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	18	0.2%	8,361
50807	CCC Wilbur Wright	11,856	8	27.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	72.4%	29	0.2%	11,885
50201	College of DuPage	36,245	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36,245
53201	College of Lake County	20,141	52	56.5%	0	0.0%	0	0.0%	40	43.5%	0	0.0%	0	0.0%	92	0.5%	20,233
50701	Danville Area	4,074	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4,074
50901	Elgin	11,415	362	97.1%	0	0.0%	11	2.9%	0	0.0%	0	0.0%	0	0.0%	373	3.2%	11,788
51201	Harper	22,522	99	98.0%	2	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	101	0.4%	22,623
54001	Heartland	7,567	3	5.6%	1	1.9%	0	0.0%	0	0.0%	50	92.6%	0	0.0%	54	0.7%	7,621
51901	Highland	2,558	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,558
52904	IECC Frontier	3,257	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,257
52901	IECC Lincoln Trail	932	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	933
52902	IECC Olney Central	1,363	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	0.1%	1,365
52903	IECC Wabash Valley	9,274	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,274
51401	Illinois Central	11,130	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	11,132
51301	Illinois Valley	3,771	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	3,772
53001	John A. Logan	6,969	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	6,975
53901	John Wood	2,724	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,724
52501	Joliet Junior	20,745	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,745
52001	Kankakee	3,791	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,791
50101	Kaskaskia	4,818	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	4,822
52301	Kishwaukee	3,842	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,842
51701	Lake Land	12,367	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,367
53601	Lewis and Clark	6,458	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.2%	6,471
52601	Lincoln Land	8,670	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,670
52801	McHenry County	11,789	43	45.7%	9	9.6%	42	44.7%	0	0.0%	0	0.0%	0	0.0%	94	0.8%	11,883
52401	Moraine Valley	17,693	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,693
52701	Morton	5,354	33	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	33	0.6%	5,387
53501	Oakton	14,960	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,960
50501	Parkland	9,133	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,133
51501	Prairie State	5,672	16	94.1%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	0.3%	5,689
52101	Rend Lake	3,081	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,081
53701	Richland	3,499	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,499
51101	Rock Valley	8,551	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,551
50601	Sauk Valley	2,290	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,290
53101	Shawnee	2,663	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,663
51001	South Suburban	7,210	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,210
53301	Southeastern Illinois	2,196	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,196
52201	Southwestern Illinois	13,285	3	21.4%	0	0.0%	11	78.6%	0	0.0%	0	0.0%	0	0.0%	14	0.1%	13,299
53401	Spoon River	1,674	10	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.6%	1,684
50401	Triton	14,664	18	36.0%	1	2.0%	0	0.0%	0	0.0%	31	62.0%	0	0.0%	50	0.3%	14,714
51601	Waubensee	13,452	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,452
Total		404,429	752	74.1%	23	2.3%	89	8.8%	40	3.9%	83	8.2%	28	2.8%	1,015	0.3%	405,444

Data Source: ICCB Centralized Data System

Illinois Community College Board																		
Table A-5																		
Summary of Fiscal Year 2022 Student Enrollment in <u>Primary</u> Developmental Model in English/Language Arts by Illinois Community College																		
		Not in Dev Ed		Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
College District #	College Name	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,618	158	92.4%	0	0.0%	13	7.6%	0	0.0%	0	0.0%	0	0.0%	171	3.0%	5,789	
51801	Carl Sandburg	2,213	46	74.2%	16	25.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	62	2.7%	2,275	
50802	CCC Harold Washington	7,343	353	39.0%	552	61.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	905	11.0%	8,248	
50804	CCC Harry S Truman	7,324	334	57.2%	250	42.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	584	7.4%	7,908	
50801	CCC Kennedy-King	2,630	150	54.7%	124	45.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	274	9.4%	2,904	
50803	CCC Malcolm X	8,609	334	33.7%	658	66.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	992	10.3%	9,601	
50805	CCC Olive-Harvey	2,855	99	45.0%	121	55.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	220	7.2%	3,075	
50806	CCC Richard J. Daley	7,064	224	48.5%	238	51.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	462	6.1%	7,526	
50807	CCC Wilbur Wright	10,601	435	51.3%	413	48.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	848	7.4%	11,449	
50201	College of DuPage	34,958	586	83.6%	115	16.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	701	2.0%	35,659	
53201	College of Lake County	19,051	272	27.1%	733	72.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,005	5.0%	20,056	
50701	Danville Area	3,161	35	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	1.1%	3,196	
50901	Elgin	12,035	126	24.0%	183	34.9%	215	41.0%	0	0.0%	0	0.0%	0	0.0%	524	4.2%	12,559	
51201	Harper	20,708	428	64.7%	234	35.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	662	3.1%	21,370	
54001	Heartland	7,339	0	0.0%	63	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	63	0.9%	7,402	
51901	Highland	2,649	85	81.0%	20	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	105	3.8%	2,754	
52904	IECC Frontier	13,449	24	88.9%	1	3.7%	2	7.4%	0	0.0%	0	0.0%	0	0.0%	27	0.2%	13,476	
52901	IECC Lincoln Trail	764	13	44.8%	15	51.7%	1	3.4%	0	0.0%	0	0.0%	0	0.0%	29	3.7%	793	
52902	IECC Olney Central	1,434	2	25.0%	0	0.0%	6	75.0%	0	0.0%	0	0.0%	0	0.0%	8	0.6%	1,442	
52903	IECC Wabash Valley	1,529	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	1,531	
51401	Illinois Central	10,137	94	38.5%	150	61.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	244	2.4%	10,381	
51301	Illinois Valley	3,592	98	59.4%	67	40.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	165	4.4%	3,757	
53001	John A. Logan	6,365	25	61.0%	16	39.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41	0.6%	6,406	
53901	John Wood	2,368	121	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	121	4.9%	2,489	
52501	Joliet Junior	19,343	725	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	725	3.6%	20,068	
52001	Kankakee	3,654	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,654	
50101	Kaskaskia	5,444	68	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	68	1.2%	5,512	
52301	Kishwaukee	3,372	118	92.2%	10	7.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	128	3.7%	3,500	
51701	Lake Land	8,213	320	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	320	3.8%	8,533	
53601	Lewis and Clark	5,260	72	40.9%	104	59.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	176	3.2%	5,436	
52601	Lincoln Land	8,215	2	0.7%	278	99.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	280	3.3%	8,495	
52801	McHenry County	12,823	0	0.0%	56	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	0.4%	12,879	
52401	Moraine Valley	16,248	935	80.5%	226	19.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,161	6.7%	17,409	
52701	Morton	4,766	535	82.6%	113	17.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	648	12.0%	5,414	
53501	Oakton	13,290	0	0.0%	530	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	530	3.8%	13,820	
50501	Parkland	8,046	487	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	487	5.7%	8,533	
51501	Prairie State	5,437	31	68.9%	14	31.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	45	0.8%	5,482	
52101	Rend Lake	3,212	0	0.0%	67	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	67	2.0%	3,279	
53701	Richland	3,399	81	91.0%	8	9.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	89	2.6%	3,488	
51101	Rock Valley	9,096	79	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	79	0.9%	9,175	
50601	Sauk Valley	2,271	100	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100	4.2%	2,371	
53101	Shawnee	2,652	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	89	100.0%	89	3.2%	2,741	
51001	South Suburban	7,099	442	82.0%	0	0.0%	97	18.0%	0	0.0%	0	0.0%	0	0.0%	539	7.1%	7,638	
53301	Southeastern Illinois	2,331	110	82.7%	23	17.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	133	5.4%	2,464	
52201	Southwestern Illinois	14,226	209	84.3%	20	8.1%	19	7.7%	0	0.0%	0	0.0%	0	0.0%	248	1.7%	14,474	
53401	Spoon River	1,594	10	16.7%	50	83.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	60	3.6%	1,654	
50401	Triton	14,134	758	69.9%	326	30.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,084	7.1%	15,218	
51601	Waubensee	12,889	510	64.9%	192	24.4%	84	10.7%	0	0.0%	0	0.0%	0	0.0%	786	5.7%	13,675	
Total		380,810	9,634	59.7%	5,988	37.1%	437	2.7%	0	0.0%	0	0.0%	89	0.6%	16,148	4.1%	396,958	
Data Source: ICCB Centralized Data System																		

Illinois Community College Board																		
Table A-6																		
Summary of Fiscal Year 2022 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College																		
		Not in Dev Ed		Traditional Dev Ed Model		Co-Requisite Dev Ed Model		Compressed Dev Ed Model		Modularized Dev Ed Model		Emporium Dev Ed Model		Other Dev Ed Model		Total Enrolled in Dev Ed Model		Total Students
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
50301	Black Hawk	5,766	3	13.0%	0	0.0%	20	87.0%	0	0.0%	0	0.0%	0	0.0%	23	0.4%	5,789	
51801	Carl Sandburg	2,262	0	0.0%	0	0.0%	13	100.0%	0	0.0%	0	0.0%	0	0.0%	13	0.6%	2,275	
50802	CCC Harold Washington	8,169	77	97.5%	2	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	79	1.0%	8,248	
50804	CCC Harry S Truman	7,855	53	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	53	0.7%	7,908	
50801	CCC Kennedy-King	2,888	16	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.6%	2,904	
50803	CCC Malcolm X	9,535	64	97.0%	2	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	66	0.7%	9,601	
50805	CCC Olive-Harvey	3,049	26	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	0.8%	3,075	
50806	CCC Richard J. Daley	7,498	27	96.4%	1	3.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28	0.4%	7,526	
50807	CCC Wilbur Wright	11,382	65	97.0%	2	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	67	0.6%	11,449	
50201	College of DuPage	35,650	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.0%	35,659	
53201	College of Lake County	20,035	12	57.1%	9	42.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.1%	20,056	
50701	Danville Area	3,196	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,196	
50901	Elgin	12,433	41	32.5%	52	41.3%	33	26.2%	0	0.0%	0	0.0%	0	0.0%	126	1.0%	12,559	
51201	Harper	21,369	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	21,370	
54001	Heartland	7,402	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,402	
51901	Highland	2,745	0	0.0%	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.3%	2,754	
52904	IECC Frontier	13,465	11	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.1%	13,476	
52901	IECC Lincoln Trail	792	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	793	
52902	IECC Olney Central	1,442	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,442	
52903	IECC Wabash Valley	1,531	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,531	
51401	Illinois Central	10,363	18	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	18	0.2%	10,381	
51301	Illinois Valley	3,749	7	87.5%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.2%	3,757	
53001	John A. Logan	6,405	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	6,406	
53901	John Wood	2,489	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,489	
52501	Joliet Junior	20,068	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,068	
52001	Kankakee	3,654	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,654	
50101	Kaskaskia	5,512	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,512	
52301	Kishwaukee	3,500	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,500	
51701	Lake Land	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533	
53601	Lewis and Clark	5,434	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	5,436	
52601	Lincoln Land	8,494	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	8,495	
52801	McHenry County	12,879	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,879	
52401	Moraine Valley	17,382	27	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	27	0.2%	17,409	
52701	Morton	5,371	40	93.0%	3	7.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	43	0.8%	5,414	
53501	Oakton	13,820	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,820	
50501	Parkland	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533	
51501	Prairie State	5,470	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	0.2%	5,482	
52101	Rend Lake	3,279	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,279	
53701	Richland	3,475	0	0.0%	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.4%	3,488	
51101	Rock Valley	9,175	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,175	
50601	Sauk Valley	2,371	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,371	
53101	Shawnee	2,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,741	
51001	South Suburban	7,582	19	33.9%	0	0.0%	37	66.1%	0	0.0%	0	0.0%	0	0.0%	56	0.7%	7,638	
53301	Southeastern Illinois	2,464	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,464	
52201	Southwestern Illinois	14,466	3	37.5%	1	12.5%	4	50.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	14,474	
53401	Spoon River	1,654	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,654	
50401	Triton	15,205	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.1%	15,218	
51601	Waubensee	13,629	0	0.0%	2	4.3%	44	95.7%	0	0.0%	0	0.0%	0	0.0%	46	0.3%	13,675	
Total		396,161	544	68.3%	101	12.7%	152	19.1%	0	0.0%	0	0.0%	0	0.0%	797	0.2%	396,958	
Data Source: ICCB Centralized Data System																		

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Illinois Community College Board																		
Table A-7																		
Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College																		
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
50301	Black Hawk	5,907	178	95.2%	0	0.0%	9	4.8%	0	0.0%	0	0.0%	0	0.0%	187	3.1%	6,094	
51801	Carl Sandburg	2,377	66	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	66	2.7%	2,443	
50802	CCC Harold Washington	8,493	362	35.3%	664	64.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,026	10.8%	9,519	
50804	CCC Harry S Truman	7,463	346	53.5%	301	46.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	647	8.0%	8,110	
50801	CCC Kennedy-King	2,615	117	46.6%	134	53.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	251	8.8%	2,866	
50803	CCC Malcolm X	9,293	397	34.9%	742	65.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,139	10.9%	10,432	
50805	CCC Olive-Harvey	2,840	103	45.2%	125	54.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	228	7.4%	3,068	
50806	CCC Richard J. Daley	7,953	161	39.5%	247	60.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	408	4.9%	8,361	
50807	CCC Wilbur Wright	10,961	533	57.7%	391	42.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	924	7.8%	11,885	
50201	College of DuPage	35,513	629	85.9%	103	14.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	732	2.0%	36,245	
53201	College of Lake County	19,354	254	28.9%	625	71.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	879	4.3%	20,233	
50701	Danville Area	4,021	53	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	53	1.3%	4,074	
50901	Elgin	11,363	110	25.9%	138	32.5%	177	41.6%	0	0.0%	0	0.0%	0	0.0%	425	3.6%	11,788	
51201	Harper	22,023	404	67.3%	196	32.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	600	2.7%	22,623	
54001	Heartland	7,566	4	7.3%	51	92.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	55	0.7%	7,621	
51901	Highland	2,432	102	81.0%	24	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	126	4.9%	2,558	
52904	IECC Frontier	3,238	2	10.5%	0	0.0%	0	0.0%	0	0.0%	17	89.5%	0	0.0%	19	0.6%	3,257	
52901	IECC Lincoln Trail	927	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.6%	933	
52902	IECC Olney Central	1,365	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,365	
52903	IECC Wabash Valley	9,272	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	0.0%	9,274	
51401	Illinois Central	10,831	109	36.2%	192	63.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	301	2.7%	11,132	
51301	Illinois Valley	3,610	119	73.5%	43	26.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	162	4.3%	3,772	
53001	John A. Logan	6,939	20	55.6%	16	44.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.5%	6,975	
53901	John Wood	2,606	118	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	118	4.3%	2,724	
52501	Joliet Junior	19,983	762	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	762	3.7%	20,745	
52001	Kankakee	3,664	29	22.8%	98	77.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	127	3.4%	3,791	
50101	Kaskaskia	4,745	77	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77	1.6%	4,822	
52301	Kishwaukee	3,709	101	75.9%	32	24.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	133	3.5%	3,842	
51701	Lake Land	11,942	254	59.8%	171	40.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	425	3.4%	12,367	
53601	Lewis and Clark	6,277	149	76.8%	45	23.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	194	3.0%	6,471	
52601	Lincoln Land	8,409	24	9.2%	237	90.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	261	3.0%	8,670	
52801	McHenry County	11,810	0	0.0%	73	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	73	0.6%	11,883	
52401	Moraine Valley	16,507	908	76.6%	278	23.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,186	6.7%	17,693	
52701	Morton	4,669	605	84.3%	113	15.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	718	13.3%	5,387	
53501	Oakton	14,421	0	0.0%	539	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	539	3.6%	14,960	
50501	Parkland	8,523	610	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	610	6.7%	9,133	
51501	Prairie State	5,621	34	50.0%	34	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	68	1.2%	5,689	
52101	Rend Lake	3,006	1	1.3%	74	98.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	75	2.4%	3,081	
53701	Richland	3,389	93	84.5%	17	15.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	110	3.1%	3,499	
51101	Rock Valley	8,396	155	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	155	1.8%	8,551	
50601	Sauk Valley	2,196	94	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	94	4.1%	2,290	
53101	Shawnee	2,567	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	100.0%	96	3.6%	2,663	
51001	South Suburban	6,710	500	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	500	6.9%	7,210	
53301	Southeastern Illinois	2,119	68	88.3%	9	11.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77	3.5%	2,196	
52201	Southwestern Illinois	13,050	215	86.3%	10	4.0%	17	6.8%	0	0.0%	0	0.0%	7	2.8%	249	1.9%	13,299	
53401	Spoon River	1,628	15	26.8%	41	73.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	3.3%	1,684	
50401	Triton	13,612	783	71.1%	319	28.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,102	7.5%	14,714	
51601	Waubensee	12,730	618	85.6%	0	0.0%	104	14.4%	0	0.0%	0	0.0%	0	0.0%	722	5.4%	13,452	
Total		388,645	10,284	61.2%	6,086	36.2%	307	1.8%	0	0.0%	19	0.1%	103	0.6%	16,799	4.1%	405,444	

Data Source: ICCB Centralized Data System

Illinois Community College Board																		
Table A-8																		
Summary of Fiscal Year 2021 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College																		
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	Total Students
50301	Black Hawk	6,077	0	0.0%	0	0.0%	17	100.0%	0	0.0%	0	0.0%	0	0.0%	17	0.3%	6,094	
51801	Carl Sandburg	2,443	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,443	
50802	CCC Harold Washington	9,423	93	96.9%	3	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	1.0%	9,519	
50804	CCC Harry S Truman	8,053	57	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	57	0.7%	8,110	
50801	CCC Kennedy-King	2,849	16	94.1%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	0.6%	2,866	
50803	CCC Malcolm X	10,373	57	96.6%	2	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	59	0.6%	10,432	
50805	CCC Olive-Harvey	3,049	18	94.7%	1	5.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.6%	3,068	
50806	CCC Richard J. Daley	8,335	26	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	0.3%	8,361	
50807	CCC Wilbur Wright	11,808	75	97.4%	2	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77	0.6%	11,885	
50201	College of DuPage	36,236	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.0%	36,245	
53201	College of Lake County	20,181	50	96.2%	2	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	52	0.3%	20,233	
50701	Danville Area	4,074	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4,074	
50901	Elgin	11,711	32	41.6%	25	32.5%	20	26.0%	0	0.0%	0	0.0%	0	0.0%	77	0.7%	11,788	
51201	Harper	22,623	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	22,623	
54001	Heartland	7,621	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,621	
51901	Highland	2,552	0	0.0%	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.2%	2,558	
52904	IECC Frontier	3,257	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,257	
52901	IECC Lincoln Trail	933	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	933	
52902	IECC Olney Central	1,365	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,365	
52903	IECC Wabash Valley	9,274	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,274	
51401	Illinois Central	11,117	13	86.7%	2	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.1%	11,132	
51301	Illinois Valley	3,770	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	3,772	
53001	John A. Logan	6,975	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,975	
53901	John Wood	2,724	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,724	
52501	Joliet Junior	20,745	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,745	
52001	Kankakee	3,789	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	3,791	
50101	Kaskaskia	4,822	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4,822	
52301	Kishwaukee	3,842	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,842	
51701	Lake Land	12,367	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,367	
53601	Lewis and Clark	6,459	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	0.2%	6,471	
52601	Lincoln Land	8,664	4	66.7%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	8,670	
52801	McHenry County	11,883	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11,883	
52401	Moraine Valley	17,666	27	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	27	0.2%	17,693	
52701	Morton	5,352	35	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	0.6%	5,387	
53501	Oakton	14,846	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	114	100.0%	114	0.8%	14,960	
50501	Parkland	9,133	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,133	
51501	Prairie State	5,674	6	40.0%	9	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.3%	5,689	
52101	Rend Lake	3,081	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,081	
53701	Richland	3,498	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	3,499	
51101	Rock Valley	8,551	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,551	
50601	Sauk Valley	2,290	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,290	
53101	Shawnee	2,663	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,663	
51001	South Suburban	7,210	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,210	
53301	Southeastern Illinois	2,196	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,196	
52201	Southwestern Illinois	13,281	4	22.2%	0	0.0%	4	22.2%	0	0.0%	0	0.0%	10	55.6%	18	0.1%	13,299	
53401	Spoon River	1,684	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,684	
50401	Triton	14,701	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.1%	14,714	
51601	Waubensee	13,452	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,452	
Total		404,672	549	71.1%	58	7.5%	41	5.3%	0	0.0%	0	0.0%	124	16.1%	772	0.2%	405,444	
Data Source: ICCB Centralized Data System																		

Illinois Community College Board																
Table B-1																
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																
Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Traditional	Gender - Female	1,946	16.55	484	24.87%	1,606	82.53%	1,248	64.13%	258	13.26%	567	29.14%	190	9.76%	11.91
	Gender - Male	1,472	14.72	283	19.23%	1,137	77.24%	844	57.34%	185	12.57%	390	26.49%	90	6.11%	10.79
	Gender - Not Reported	DS	20.00	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - American Indian or Alaska Native	12	17.21	DS	DS	10	83.33%	7	58.33%	0	0.00%	DS	DS	0	0.00%	12.08
	Race/Ethnicity - Asian	79	16.84	17	21.52%	71	89.87%	60	75.95%	19	24.05%	34	43.04%	DS	DS	13.47
	Race/Ethnicity - Black or African American	497	11.23	51	10.26%	362	72.84%	228	45.88%	41	8.25%	98	19.72%	22	4.43%	7.96
	Race/Ethnicity - Hispanic/Latino	1,039	13.65	149	14.34%	833	80.17%	639	61.50%	121	11.65%	277	26.66%	59	5.68%	10.06
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	8.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	2.00
	Race/Ethnicity - Nonresident Alien	18	17.06	DS	DS	15	83.33%	7	38.89%	DS	DS	7	38.89%	DS	DS	11.33
	Race/Ethnicity - Two or more races	123	15.15	24	19.51%	96	78.05%	66	53.66%	11	8.94%	28	22.76%	13	10.57%	10.91
	Race/Ethnicity - Unknown	85	13.70	12	14.12%	64	75.29%	46	54.12%	8	9.41%	18	21.18%	DS	DS	10.28
	Race/Ethnicity - White	1,565	18.69	506	32.33%	1,292	82.56%	1,038	66.33%	238	15.21%	493	31.50%	174	11.12%	13.43
	Pell Status - Not a Pell Recipient	1,725	16.66	434	25.16%	1,379	79.94%	1,126	65.28%	251	14.55%	530	30.72%	154	8.93%	12.49
	Pell Status - Pell Recipient	1,694	14.85	333	19.66%	1,365	80.58%	966	57.02%	192	11.33%	427	25.21%	126	7.44%	10.35
	Age Group - 25 and Older	187	15.73	50	26.74%	140	74.87%	103	55.08%	29	15.51%	55	29.41%	25	13.37%	10.40
	Age Group - Under 25	3,232	15.76	717	22.18%	2,604	80.57%	1,989	61.54%	414	12.81%	902	27.91%	255	7.89%	11.48
	Total (ALL)	3,419	15.76	767	22.43%	2,744	80.26%	2,092	61.19%	443	12.96%	957	27.99%	280	8.19%	11.43
Co-Requisite	Gender - Female	434	19.58	154	35.48%	350	80.65%	268	61.75%	253	58.29%	275	63.36%	64	14.75%	12.09
	Gender - Male	254	18.44	84	33.07%	196	77.17%	164	64.57%	135	53.15%	146	57.48%	32	12.60%	12.69
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	7.50	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	0.00
	Race/Ethnicity - Asian	23	21.26	10	43.48%	22	95.65%	18	78.26%	15	65.22%	17	73.91%	6	26.09%	18.57
	Race/Ethnicity - Black or African American	76	12.61	10	13.16%	49	64.47%	36	47.37%	33	43.42%	37	48.68%	DS	DS	7.72
	Race/Ethnicity - Hispanic/Latino	308	16.73	77	25.00%	243	78.90%	190	61.69%	187	60.71%	197	63.96%	39	12.66%	11.06
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	6	20.83	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	18.67
	Race/Ethnicity - Two or more races	20	21.55	10	50.00%	17	85.00%	13	65.00%	10	50.00%	10	50.00%	DS	DS	15.65
	Race/Ethnicity - Unknown	11	18.91	DS	DS	9	81.82%	9	81.82%	DS	DS	DS	DS	0	0.00%	12.00
	Race/Ethnicity - White	242	23.97	125	51.65%	200	82.64%	160	66.12%	136	56.20%	150	61.98%	43	17.77%	14.42
	Pell Status - Not a Pell Recipient	343	21.13	143	41.69%	274	79.88%	226	65.89%	203	59.18%	218	63.56%	47	13.70%	13.58
	Pell Status - Pell Recipient	345	17.20	95	27.54%	272	78.84%	206	59.71%	185	53.62%	203	58.84%	49	14.20%	11.04
	Age Group - 25 and Older	25	18.96	6	24.00%	21	84.00%	17	68.00%	15	60.00%	15	60.00%	DS	DS	12.52
	Age Group - Under 25	663	19.17	232	34.99%	525	79.19%	415	62.59%	373	56.26%	406	61.24%	91	13.73%	12.30
	Total (ALL)	688	19.16	238	34.59%	546	79.36%	432	62.79%	388	56.40%	421	61.19%	96	13.95%	12.31

Illinois Community College Board																
Table B-1																
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																
Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Compressed	Gender - Female	44	18.74	12	27.27%	33	75.00%	29	65.91%	8	18.18%	18	40.91%	6	13.64%	13.93
	Gender - Male	32	18.84	13	40.63%	26	81.25%	21	65.63%	6	18.75%	12	37.50%	8	25.00%	13.30
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	12.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	12.00
	Race/Ethnicity - Asian	DS	25.00	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	19.00
	Race/Ethnicity - Black or African American	7	27.14	6	85.71%	6	85.71%	DS	DS	0	0.00%	DS	DS	DS	DS	10.14
	Race/Ethnicity - Hispanic/Latino	10	10.80	0	0.00%	6	60.00%	DS	DS	DS	DS	DS	DS	DS	DS	9.95
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	DS	18.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	11.00
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Unknown	DS	13.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	16.00
	Race/Ethnicity - White	52	19.43	18	34.62%	40	76.92%	35	67.31%	10	19.23%	24	46.15%	11	21.15%	14.60
	Pell Status - Not a Pell Recipient	38	16.32	10	26.32%	27	71.05%	27	71.05%	8	21.05%	17	44.74%	7	18.42%	15.55
	Pell Status - Pell Recipient	38	21.25	15	39.47%	32	84.21%	23	60.53%	6	15.79%	13	34.21%	7	18.42%	11.78
	Age Group - 25 and Older	DS	32.50	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	23.00
	Age Group - Under 25	74	18.41	24	32.43%	57	77.03%	48	64.86%	13	17.57%	29	39.19%	13	17.57%	13.41
	Total (ALL)	76	18.78	25	32.89%	59	77.63%	50	65.79%	14	18.42%	30	39.47%	14	18.42%	13.66
Modularized	Gender - Female	27	30.33	17	62.96%	24	88.89%	19	70.37%	0	0.00%	DS	DS	DS	DS	28.04
	Gender - Male	17	25.24	10	58.82%	14	82.35%	8	47.06%	0	0.00%	0	0.00%	DS	DS	20.47
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Black or African American	7	22.29	DS	DS	7	100.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	30.57
	Race/Ethnicity - Hispanic/Latino	10	8.40	DS	DS	8	80.00%	7	70.00%	0	0.00%	0	0.00%	DS	DS	9.50
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Unknown	DS	12.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	23.00
	Race/Ethnicity - White	26	38.31	22	84.62%	22	84.62%	14	53.85%	0	0.00%	DS	DS	DS	DS	29.73
	Pell Status - Not a Pell Recipient	21	27.00	13	61.90%	17	80.95%	16	76.19%	0	0.00%	DS	DS	DS	DS	30.19
	Pell Status - Pell Recipient	23	29.61	14	60.87%	21	91.30%	11	47.83%	0	0.00%	0	0.00%	DS	DS	20.48
	Age Group - 25 and Older	DS	21.00	DS	DS	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	8.00
	Age Group - Under 25	41	28.90	26	63.41%	36	87.80%	26	63.41%	0	0.00%	DS	DS	8	19.51%	26.37
	Total (ALL)	44	28.36	27	61.36%	38	86.36%	27	61.36%	0	0.00%	DS	DS	8	18.18%	25.11

Illinois Community College Board																
Table B-1																
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																
Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Emporium	Gender - Female	160	17.89	40	25.00%	140	87.50%	105	65.63%	18	11.25%	46	28.75%	23	14.38%	13.45
	Gender - Male	173	15.84	33	19.08%	138	79.77%	115	66.47%	23	13.29%	40	23.12%	13	7.51%	12.01
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	29	20.66	11	37.93%	28	96.55%	23	79.31%	6	20.69%	14	48.28%	DS	DS	14.48
	Race/Ethnicity - Black or African American	37	13.70	7	18.92%	27	72.97%	16	43.24%	DS	DS	6	16.22%	DS	DS	8.32
	Race/Ethnicity - Hispanic/Latino	88	16.09	9	10.23%	75	85.23%	66	75.00%	13	14.77%	21	23.86%	DS	DS	13.15
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	DS	9.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	6.00
	Race/Ethnicity - Two or more races	16	14.69	DS	DS	13	81.25%	8	50.00%	0	0.00%	DS	DS	DS	DS	9.56
	Race/Ethnicity - Unknown	DS	15.00	DS	DS	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	16.00
	Race/Ethnicity - White	157	17.59	43	27.39%	130	82.80%	102	64.97%	19	12.10%	43	27.39%	24	15.29%	13.41
	Pell Status - Not a Pell Recipient	185	17.19	44	23.78%	157	84.86%	125	67.57%	25	13.51%	49	26.49%	24	12.97%	13.38
	Pell Status - Pell Recipient	148	16.36	29	19.59%	121	81.76%	95	64.19%	16	10.81%	37	25.00%	12	8.11%	11.85
	Age Group - 25 and Older	14	17.43	DS	DS	12	85.71%	10	71.43%	DS	DS	DS	DS	DS	DS	10.07
	Age Group - Under 25	319	16.80	69	21.63%	266	83.39%	210	65.83%	40	12.54%	84	26.33%	34	10.66%	12.82
	Total (ALL)	333	16.82	73	21.92%	278	83.48%	220	66.07%	41	12.31%	86	25.83%	36	10.81%	12.70
Other	Gender - Female	46	8.74	DS	DS	32	69.57%	27	58.70%	6	13.04%	11	23.91%	DS	DS	12.22
	Gender - Male	43	6.53	DS	DS	31	72.09%	24	55.81%	6	13.95%	17	39.53%	DS	DS	10.77
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	DS	0.00	0	0.00%	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Black or African American	21	7.29	DS	DS	15	71.43%	12	57.14%	DS	DS	8	38.10%	DS	DS	14.14
	Race/Ethnicity - Hispanic/Latino	36	9.61	DS	DS	23	63.89%	19	52.78%	6	16.67%	11	30.56%	0	0.00%	6.83
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Two or more races	DS	18.00	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	17.00
	Race/Ethnicity - Unknown	DS	6.00	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	31.00
	Race/Ethnicity - White	29	5.52	DS	DS	23	79.31%	17	58.62%	DS	DS	7	24.14%	DS	DS	14.97
	Pell Status - Not a Pell Recipient	39	7.18	DS	DS	26	66.67%	23	58.97%	DS	DS	12	30.77%	DS	DS	10.79
	Pell Status - Pell Recipient	50	8.06	DS	DS	37	74.00%	28	56.00%	8	16.00%	16	32.00%	DS	DS	12.08
	Age Group - 25 and Older	7	10.71	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	6.86
	Age Group - Under 25	82	7.41	DS	DS	60	73.17%	48	58.54%	10	12.20%	26	31.71%	8	9.76%	11.91
	Total (ALL)	89	7.67	DS	DS	63	70.79%	51	57.30%	12	13.48%	28	31.46%	9	10.11%	11.52
Total		4,649	16.35	1,134	24.39%	3,728	80.19%	2,872	61.78%	898	19.32%	1,523	32.76%	443	9.53%	11.82
Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data																

Illinois Community College Board											
Table B-2											
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Traditional	Gender - Female	1,922	16.77	482	25.08%	1,622	84.39%	1,223	63.63%	255	13.27%
	Gender - Male	1,763	15.03	366	20.76%	1,423	80.71%	1,097	62.22%	211	11.97%
	Race/Ethnicity - American Indian or Alaska Native	9	18.33	DS	DS	6	66.67%	DS	DS	DS	DS
	Race/Ethnicity - Asian	109	16.02	24	22.02%	98	89.91%	85	77.98%	16	14.68%
	Race/Ethnicity - Black or African American	464	12.20	61	13.15%	371	79.96%	251	54.09%	39	8.41%
	Race/Ethnicity - Hispanic/Latino	1,151	13.49	131	11.38%	943	81.93%	729	63.34%	147	12.77%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	6	6.50	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Nonresident Alien	38	19.95	14	36.84%	33	86.84%	26	68.42%	7	18.42%
	Race/Ethnicity - Two or more races	148	14.92	36	24.32%	116	78.38%	80	54.05%	7	4.73%
	Race/Ethnicity - Unknown	94	17.26	24	25.53%	81	86.17%	63	67.02%	11	11.70%
	Race/Ethnicity - White	1,666	18.61	554	33.25%	1,393	83.61%	1,077	64.65%	236	14.17%
	Pell Status - Not a Pell Recipient	1,780	17.15	496	27.87%	1,465	82.30%	1,176	66.07%	243	13.65%
	Pell Status - Pell Recipient	1,905	14.80	352	18.48%	1,580	82.94%	1,144	60.05%	223	11.71%
	Age Group - 25 and Older	170	14.38	29	17.06%	131	77.06%	96	56.47%	27	15.88%
	Age Group - Under 25	3,515	16.01	819	23.30%	2,914	82.90%	2,224	63.27%	439	12.49%
	Total (ALL)	3,685	15.94	848	23.01%	3,045	82.63%	2,320	62.96%	466	12.65%
Co-Requisite	Gender - Female	358	18.59	111	31.01%	301	84.08%	231	64.53%	222	62.01%
	Gender - Male	285	16.72	78	27.37%	227	79.65%	171	60.00%	160	56.14%
	Race/Ethnicity - American Indian or Alaska Native	DS	20.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	29	20.10	12	41.38%	28	96.55%	21	72.41%	21	72.41%
	Race/Ethnicity - Black or African American	101	14.00	17	16.83%	76	75.25%	55	54.46%	50	49.50%
	Race/Ethnicity - Hispanic/Latino	260	16.22	53	20.38%	215	82.69%	164	63.08%	154	59.23%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	16.00	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	DS	11.80	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	15	16.87	DS	DS	13	86.67%	7	46.67%	6	40.00%
	Race/Ethnicity - Unknown	23	16.63	6	26.09%	18	78.26%	15	65.22%	14	60.87%
	Race/Ethnicity - White	207	21.55	96	46.38%	173	83.57%	134	64.73%	131	63.29%
	Pell Status - Not a Pell Recipient	315	19.28	112	35.56%	257	81.59%	204	64.76%	195	61.90%
	Pell Status - Pell Recipient	328	16.31	77	23.48%	271	82.62%	198	60.37%	187	57.01%
	Age Group - 25 and Older	22	16.41	DS	DS	19	86.36%	15	68.18%	17	77.27%
	Age Group - Under 25	621	17.81	184	29.63%	509	81.96%	387	62.32%	365	58.78%
	Total (ALL)	643	17.76	189	29.39%	528	82.12%	402	62.52%	382	59.41%

Illinois Community College Board											
Table B-2											
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Compressed	Gender - Female	67	14.06	11	16.42%	50	74.63%	36	53.73%	11	16.42%
	Gender - Male	43	13.93	DS	DS	33	76.74%	31	72.09%	6	13.95%
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	DS	18.75	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	17	10.71	DS	DS	11	64.71%	7	41.18%	0	0.00%
	Race/Ethnicity - Hispanic/Latino	27	12.59	DS	DS	21	77.78%	18	66.67%	6	22.22%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	DS	22.50	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	13.60	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	7	14.14	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	48	15.25	8	16.67%	36	75.00%	33	68.75%	7	14.58%
	Pell Status - Not a Pell Recipient	50	13.72	6	12.00%	36	72.00%	32	64.00%	9	18.00%
	Pell Status - Pell Recipient	60	14.25	10	16.67%	47	78.33%	35	58.33%	8	13.33%
	Age Group - 25 and Older	12	14.17	DS	DS	9	75.00%	DS	DS	DS	DS
	Age Group - Under 25	98	13.99	13	13.27%	74	75.51%	62	63.27%	15	15.31%
	Total (ALL)	110	14.01	16	14.55%	83	75.45%	67	60.91%	17	15.45%
Modularized	Gender - Female	17	25.88	10	58.82%	15	88.24%	11	64.71%	0	0.00%
	Gender - Male	10	19.90	DS	DS	9	90.00%	DS	DS	0	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Black or African American	DS	20.50	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Hispanic/Latino	6	10.00	DS	DS	6	100.00%	DS	DS	0	0.00%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - White	19	28.32	12	63.16%	16	84.21%	13	68.42%	0	0.00%
	Pell Status - Not a Pell Recipient	18	22.72	9	50.00%	16	88.89%	9	50.00%	0	0.00%
	Pell Status - Pell Recipient	9	25.56	DS	DS	8	88.89%	6	66.67%	0	0.00%
	Age Group - 25 and Older	DS	30.00	DS	DS	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	24	22.88	12	50.00%	22	91.67%	13	54.17%	0	0.00%
	Total (ALL)	27	23.67	14	51.85%	24	88.89%	15	55.56%	0	0.00%

Illinois Community College Board											
Table B-2											
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Emporium	Gender - Female	120	17.57	28	23.33%	106	88.33%	87	72.50%	DS	DS
	Gender - Male	115	17.15	18	15.65%	105	91.30%	85	73.91%	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	23.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Asian	36	18.72	9	25.00%	33	91.67%	28	77.78%	DS	DS
	Race/Ethnicity - Black or African American	23	13.35	DS	DS	18	78.26%	10	43.48%	0	0.00%
	Race/Ethnicity - Hispanic/Latino	75	15.08	DS	DS	71	94.67%	56	74.67%	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	7	17.29	DS	DS	6	85.71%	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	7	17.71	DS	DS	6	85.71%	6	85.71%	0	0.00%
	Race/Ethnicity - White	86	19.77	26	30.23%	76	88.37%	66	76.74%	DS	DS
	Pell Status - Not a Pell Recipient	115	18.06	24	20.87%	106	92.17%	88	76.52%	6	5.22%
	Pell Status - Pell Recipient	120	16.70	22	18.33%	105	87.50%	84	70.00%	DS	DS
	Age Group - 25 and Older	DS	13.88	DS	DS	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	231	17.42	45	19.48%	208	90.04%	170	73.59%	9	3.90%
	Total (ALL)	235	17.36	46	19.57%	211	89.79%	172	73.19%	9	3.83%
Other	Gender - Female	34	13.31	8	23.53%	30	88.24%	18	52.94%	DS	DS
	Gender - Male	32	9.72	DS	DS	24	75.00%	13	40.63%	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	32.00	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Asian	DS	18.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	16	9.13	DS	DS	12	75.00%	6	37.50%	DS	DS
	Race/Ethnicity - Hispanic/Latino	23	11.83	DS	DS	16	69.57%	11	47.83%	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	7.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	DS	3.00	0	0.00%	DS	DS	0	0.00%	0	0.00%
	Race/Ethnicity - White	17	13.85	6	35.29%	17	100.00%	9	52.94%	0	0.00%
	Pell Status - Not a Pell Recipient	24	9.02	DS	DS	19	79.17%	11	45.83%	0	0.00%
	Pell Status - Pell Recipient	42	13.02	10	23.81%	35	83.33%	20	47.62%	6	14.29%
	Age Group - 25 and Older	DS	9.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	65	11.61	13	20.00%	53	81.54%	30	46.15%	6	9.23%
	Total (ALL)	66	11.57	13	19.70%	54	81.82%	31	46.97%	6	9.09%
Total		4,766	16.19	1,126	23.63%	3,945	82.77%	3,007	63.09%	880	18.46%
Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data											

Illinois Community College Board																
Table B-3																
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																
Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Traditional	Gender - Female	954	12.23	113	11.84%	705	73.90%	529	55.45%	270	28.30%	413	43.29%	49	5.14%	9.13
	Gender - Male	924	12.95	143	15.48%	677	73.27%	513	55.52%	210	22.73%	338	36.58%	62	6.71%	9.64
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	17.00	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	19.00
	Race/Ethnicity - Asian	85	12.24	10	11.76%	73	85.88%	63	74.12%	23	27.06%	44	51.76%	7	8.24%	12.65
	Race/Ethnicity - Black or African American	374	9.37	27	7.22%	244	65.24%	151	40.37%	64	17.11%	111	29.68%	12	3.21%	6.40
	Race/Ethnicity - Hispanic/Latino	669	11.63	61	9.12%	484	72.35%	384	57.40%	186	27.80%	277	41.41%	32	4.78%	8.75
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	20.00	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	21	14.90	DS	DS	19	90.48%	14	66.67%	8	38.10%	14	66.67%	DS	DS	14.19
	Race/Ethnicity - Two or more races	46	9.71	DS	DS	33	71.74%	20	43.48%	DS	DS	9	19.57%	0	0.00%	5.83
	Race/Ethnicity - Unknown	48	13.20	8	16.67%	38	79.17%	26	54.17%	10	20.83%	16	33.33%	DS	DS	9.19
	Race/Ethnicity - White	630	15.60	145	23.02%	487	77.30%	381	60.48%	182	28.89%	277	43.97%	53	8.41%	11.46
	Pell Status - Not a Pell Recipient	792	13.17	122	15.40%	573	72.35%	466	58.84%	225	28.41%	342	43.18%	46	5.81%	10.08
	Pell Status - Pell Recipient	1,086	12.16	134	12.34%	809	74.49%	576	53.04%	255	23.48%	409	37.66%	65	5.99%	8.88
	Age Group - 25 and Older	111	13.18	20	18.02%	84	75.68%	52	46.85%	35	31.53%	54	48.65%	12	10.81%	8.80
	Age Group - Under 25	1,767	12.55	236	13.36%	1,298	73.46%	990	56.03%	445	25.18%	697	39.45%	99	5.60%	9.42
	Total (ALL)	1,878	12.58	256	13.63%	1,382	73.59%	1,042	55.48%	480	25.56%	751	39.99%	111	5.91%	9.38
Co-Requisite	Gender - Female	939	17.11	212	22.58%	797	84.88%	594	63.26%	648	69.01%	694	73.91%	94	10.01%	11.98
	Gender - Male	750	16.39	168	22.40%	600	80.00%	448	59.73%	463	61.73%	492	65.60%	44	5.87%	11.03
	Gender - Not Reported	DS	28.50	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	35.00
	Race/Ethnicity - American Indian or Alaska Native	DS	24.00	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	23.50
	Race/Ethnicity - Asian	81	19.82	23	28.40%	78	96.30%	68	83.95%	64	79.01%	71	87.65%	8	9.88%	16.15
	Race/Ethnicity - Black or African American	274	14.51	45	16.42%	212	77.37%	137	50.00%	155	56.57%	169	61.68%	22	8.03%	9.91
	Race/Ethnicity - Hispanic/Latino	785	15.84	140	17.83%	650	82.80%	483	61.53%	543	69.17%	568	72.36%	57	7.26%	10.65
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	20.33	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	11.33
	Race/Ethnicity - Nonresident Alien	21	21.52	9	42.86%	20	95.24%	15	71.43%	16	76.19%	18	85.71%	DS	DS	17.67
	Race/Ethnicity - Two or more races	44	16.74	10	22.73%	36	81.82%	25	56.82%	26	59.09%	26	59.09%	7	15.91%	10.89
	Race/Ethnicity - Unknown	28	18.07	8	28.57%	27	96.43%	19	67.86%	18	64.29%	20	71.43%	DS	DS	13.38
	Race/Ethnicity - White	453	18.96	145	32.01%	371	81.90%	292	64.46%	287	63.36%	311	68.65%	42	9.27%	13.02
	Pell Status - Not a Pell Recipient	670	17.45	172	25.67%	545	81.34%	437	65.22%	456	68.06%	481	71.79%	57	8.51%	12.60
	Pell Status - Pell Recipient	1,021	16.38	210	20.57%	854	83.64%	607	59.45%	656	64.25%	706	69.15%	82	8.03%	10.91
	Age Group - 25 and Older	82	19.03	23	28.05%	71	86.59%	53	64.63%	60	73.17%	63	76.83%	13	15.85%	12.43
	Age Group - Under 25	1,609	16.69	359	22.31%	1,328	82.54%	991	61.59%	1,052	65.38%	1,124	69.86%	126	7.83%	11.54
	Total (ALL)	1,691	16.80	382	22.59%	1,399	82.73%	1,044	61.74%	1,112	65.76%	1,187	70.20%	139	8.22%	11.58

Illinois Community College Board																
Table B-3																
Fiscal Year 2021 - Fall 2020 Full-time, First-time Student Cohort																
Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model																
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Compressed	Gender - Female	DS	5.67	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Gender - Male	7	12.14	0	0.00%	7	100.00%	DS	DS	DS	DS	DS	DS	0	0.00%	16.29
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	DS	21.00	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	18.00
	Race/Ethnicity - Black or African American	DS	7.50	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	10.50
	Race/Ethnicity - Hispanic/Latino	DS	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	DS	7.00	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	12.00
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - White	DS	11.80	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	12.60
	Pell Status - Not a Pell Recipient	DS	7.40	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	9.60
	Pell Status - Pell Recipient	DS	13.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	13.20
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Under 25	10	10.20	0	0.00%	9	90.00%	DS	DS	DS	DS	DS	DS	0	0.00%	11.40
	Total (ALL)	10	10.20	0	0.00%	9	90.00%	DS	DS	DS	DS	DS	DS	0	0.00%	11.40
Other	Gender - Female	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	15.00
	Gender - Male	7	1.71	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	13.86
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Black or African American	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	15.33
	Race/Ethnicity - Hispanic/Latino	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - White	7	1.71	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	13.57
	Pell Status - Not a Pell Recipient	6	2.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	9.00
	Pell Status - Pell Recipient	7	0.00	0	0.00%	6	85.71%	DS	DS	DS	DS	DS	DS	DS	DS	19.00
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Under 25	13	0.92	0	0.00%	9	69.23%	7	53.85%	7	53.85%	7	53.85%	DS	DS	14.38
	Total (ALL)	13	0.92	0	0.00%	9	69.23%	7	53.85%	7	53.85%	7	53.85%	DS	DS	14.38
Total		3,592	14.52	638	17.76%	2,799	77.92%	2,098	58.41%	1,600	44.54%	1,948	54.23%	252	7.02%	10.44
Source of Data: ICCB Centralized Data System —Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data																

Illinois Community College Board											
Table B-4											
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Traditional	Gender - Female	557	11.68	51	9.16%	455	81.69%	311	55.83%	222	39.86%
	Gender - Male	543	10.92	51	9.39%	413	76.06%	305	56.17%	183	33.70%
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	13.50	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	23	10.96	DS	DS	19	82.61%	18	78.26%	7	30.43%
	Race/Ethnicity - Black or African American	218	9.35	17	7.80%	162	74.31%	95	43.58%	62	28.44%
	Race/Ethnicity - Hispanic/Latino	467	9.92	18	3.85%	370	79.23%	270	57.82%	186	39.83%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	8.50	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Nonresident Alien	13	18.00	DS	DS	11	84.62%	9	69.23%	7	53.85%
	Race/Ethnicity - Two or more races	40	11.61	DS	DS	29	72.50%	19	47.50%	11	27.50%
	Race/Ethnicity - Unknown	20	13.25	DS	DS	18	90.00%	14	70.00%	DS	DS
	Race/Ethnicity - White	313	14.34	53	16.93%	254	81.15%	187	59.74%	126	40.26%
	Pell Status - Not a Pell Recipient	398	12.60	49	12.31%	309	77.64%	245	61.56%	165	41.46%
	Pell Status - Pell Recipient	702	10.57	53	7.55%	559	79.63%	371	52.85%	240	34.19%
	Age Group - 25 and Older	64	11.38	DS	DS	45	70.31%	38	59.38%	31	48.44%
	Age Group - Under 25	1,036	11.30	97	9.36%	823	79.44%	578	55.79%	374	36.10%
	Total (ALL)	1,100	11.31	102	9.27%	868	78.91%	616	56.00%	405	36.82%
Co-Requisite	Gender - Female	147	14.09	15	10.20%	123	83.67%	95	64.63%	85	57.82%
	Gender - Male	122	12.98	15	12.30%	96	78.69%	64	52.46%	48	39.34%
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	7	13.57	0	0.00%	6	85.71%	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	62	11.61	DS	DS	46	74.19%	31	50.00%	28	45.16%
	Race/Ethnicity - Hispanic/Latino	144	13.06	9	6.25%	115	79.86%	91	63.19%	67	46.53%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	DS	13.33	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	12.20	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	8	15.13	DS	DS	8	100.00%	DS	DS	DS	DS
	Race/Ethnicity - White	40	18.46	14	35.00%	36	90.00%	24	60.00%	23	57.50%
	Pell Status - Not a Pell Recipient	107	14.42	15	14.02%	87	81.31%	63	58.88%	57	53.27%
	Pell Status - Pell Recipient	162	13.04	15	9.26%	132	81.48%	96	59.26%	76	46.91%
	Age Group - 25 and Older	12	15.50	DS	DS	12	100.00%	7	58.33%	6	50.00%
	Age Group - Under 25	257	13.50	29	11.28%	207	80.54%	152	59.14%	127	49.42%
	Total (ALL)	269	13.59	30	11.15%	219	81.41%	159	59.11%	133	49.44%

Illinois Community College Board											
Table B-4											
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Compressed	Gender - Female	15	14.87	DS	DS	11	73.33%	9	60.00%	7	46.67%
	Gender - Male	11	12.64	0	0.00%	9	81.82%	6	54.55%	DS	DS
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	DS	9.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Black or African American	9	10.22	DS	DS	6	66.67%	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	14.33	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Two or more races	DS	16.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	6.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	8	19.50	DS	DS	6	75.00%	6	75.00%	DS	DS
	Pell Status - Not a Pell Recipient	8	14.88	DS	DS	6	75.00%	DS	DS	DS	DS
	Pell Status - Pell Recipient	18	13.50	DS	DS	14	77.78%	10	55.56%	8	44.44%
	Age Group - 25 and Older	DS	16.75	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	22	13.41	DS	DS	17	77.27%	13	59.09%	8	36.36%
	Total (ALL)	26	13.92	DS	DS	20	76.92%	15	57.69%	10	38.46%
Modularized	Gender - Female	8	27.88	6	75.00%	7	87.50%	6	75.00%	DS	DS
	Gender - Male	6	23.33	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Black or African American	DS	20.50	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	13.00	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Two or more races	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - White	10	29.60	7	70.00%	8	80.00%	6	60.00%	7	70.00%
	Pell Status - Not a Pell Recipient	8	23.25	DS	DS	6	75.00%	DS	DS	DS	DS
	Pell Status - Pell Recipient	6	29.50	DS	DS	6	100.00%	DS	DS	DS	DS
	Age Group - 25 and Older	DS	20.00	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	12	26.92	8	66.67%	11	91.67%	7	58.33%	7	58.33%
	Total (ALL)	14	25.93	9	64.29%	12	85.71%	8	57.14%	8	57.14%

Illinois Community College Board											
Table B-4											
Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model											
		Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall to Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Emporium	Gender - Female	52	13.25	DS	DS	47	90.38%	35	67.31%	16	30.77%
	Gender - Male	41	14.93	DS	DS	37	90.24%	29	70.73%	23	56.10%
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	13	14.15	0	0.00%	11	84.62%	6	46.15%	7	53.85%
	Race/Ethnicity - Black or African American	12	12.54	0	0.00%	10	83.33%	7	58.33%	7	58.33%
	Race/Ethnicity - Hispanic/Latino	41	14.00	DS	DS	40	97.56%	30	73.17%	14	34.15%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Two or more races	DS	12.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	DS	9.33	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - White	23	15.33	DS	DS	19	82.61%	17	73.91%	11	47.83%
	Pell Status - Not a Pell Recipient	34	15.03	DS	DS	33	97.06%	26	76.47%	16	47.06%
	Pell Status - Pell Recipient	59	13.39	DS	DS	51	86.44%	38	64.41%	23	38.98%
	Age Group - 25 and Older	DS	9.75	0	0.00%	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	91	14.08	DS	DS	83	91.21%	63	69.23%	39	42.86%
	Total (ALL)	93	13.99	DS	DS	84	90.32%	64	68.82%	39	41.94%
Other	Gender - Female	12	5.58	0	0.00%	9	75.00%	6	50.00%	DS	DS
	Gender - Male	17	6.18	DS	DS	14	82.35%	9	52.94%	10	58.82%
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	DS	15.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	9	2.00	0	0.00%	8	88.89%	DS	DS	6	66.67%
	Race/Ethnicity - Hispanic/Latino	12	7.83	DS	DS	7	58.33%	6	50.00%	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Two or more races	DS	7.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	5.00	0	0.00%	DS	DS	0	0.00%	DS	DS
	Race/Ethnicity - White	DS	7.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	7	4.14	0	0.00%	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	22	6.50	DS	DS	19	86.36%	11	50.00%	11	50.00%
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----
	Age Group - Under 25	29	5.93	DS	DS	23	79.31%	15	51.72%	14	48.28%
	Total (ALL)	29	5.93	DS	DS	23	79.31%	15	51.72%	14	48.28%
Total		1,531	11.90	149	9.73%	1,226	80.08%	877	57.28%	609	39.78%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Illinois Community College Board

PSI SERVICES LLC – HiSET® TEST INCREASE

The Illinois Community College Board proposes to enter into a MOU agreement with PSI Services LLC for certification of high school equivalency. The MOU contains language on a proposed price increase beginning January 1, 2024. Since 2019, the HiSET® exam, comprised of five test modules, is currently \$93.75 per battery for computer testing and \$115.00 per battery for paper testing for individual test-takers. The online proctored HiSET® exam is currently \$28.25 per test module with the full battery costing \$141.25. The online proctored exam was instituted during the pandemic.

Beginning January 1, 2024, the cost of the HiSET® exam will increase for computer testing to match the cost of paper testing at \$115.00 per battery. The online HiSET® exam will increase to \$32.50 per test module with the full battery costing \$162.50. This is an overall increase of \$21.25.

The following is a break-down of costs:

- With the increase, the new cost to take the HiSET® exam is \$115.00 for the full battery of in-person computer or paper testing, which is \$23 per test module and includes an \$8 test center fee. Test-takers who do not pass any of the modules are eligible for two retakes at no cost.
- Online proctored testing will be increased to \$162.50 for the full battery of testing, which is \$32.50 per test module.

At the June 2023 board meeting, staff will bring forth a recommendation regarding the HiSET® test increase.

BACKGROUND

The ICCB has agreements with both GED® Testing Services and PSI Services LLC (HiSET®) to administer high school equivalency tests in Illinois. Any individual without a high school diploma may take an exam at any of the more than 160 ICCB approved testing center's location throughout the state. Test takers register online for the test and may take only one of the exams to certify completion of the requirements. An individual must register online to take the one of the exams, pass one of the exams, and review the Illinois Constitution online module in order to be issued a State of Illinois High School Diploma.

Upon successful completion, individuals may obtain their diploma through their local Regional Office of Education (ROE) or the ICCB Cook County Records office. These offices certify that individuals have met the state requirements. The cost of the diploma is \$10.00.

Currently, there is a promotion, ILSAVE20, to reduce the cost of the test by up to \$80.00.

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

I move to enter Executive Session for the purpose of **Employment/Appointments Matters and Minutes of Closed Sessions** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022 are to remain confidential. All other Executive Session Minutes are available for public inspection.