From Collection to Dissemination: Understanding ICCB’s Data Processes and Publications

ICCB Board Retreat
September 15, 2023

Nathan Wilson, ICCB Deputy Director for Research and Information Technology
Today’s Topics

• ICCB Data Collection Processes

• ICCB Reporting, Publications, and other Data Resources

• Cross-Agency and Other Stakeholder Data Collaboration and Connectivity
ICCB Data Collection and Guiding Principles

i. Per statute, ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students.

ii. Utilize the Illinois Centralized Data System efficiently to furnish information for state and federal accountability purposes, promote student and institutional improvement, and meet research needs.


iv. Reduce reporting burden from colleges by requiring only data needed to fulfill federal and state statute reporting requirements.

v. Provide value-add to colleges with standardized reporting processes and consistent and reliable data outputs.

vi. Securely share data with state agency partners and select national entities to enhance insight and analysis on students in the community college system.
ICCB Data Collection Types and Frequency of Submissions

i. Data is collected on an annual basis. Data from colleges is not real-time.

ii. Annual files submitted to ICCB handled through Research and Analytics division (student level submissions on fall and annual enrollment, demographics, completions, courses as well as records for faculty and staff employed both in the fall and during the academic year)

iii. Consist of robust and comprehensive error checking to ensure accuracy

iv. Completed by R&A staff through submission review and direct follow-up with colleges (technical assistance provide by IT division)

v. Surveys used to collect additional data (examples include Fall Enrollment Survey, Faculty & Staff Supplemental Survey, Employment Plan Surveys and Spring Semester Enrollment Survey)
ICCB Data Collection Types and Frequency of Submissions

MIS Submissions

In concert with IT staff, the R&A division oversees nine (9) MIS submissions from the 48 community colleges which accounts for 432 final MIS submissions annually.

Due 7/15 –
1) Noncredit Course Enrollment (N1) Data

Due 8/1 –
2) Annual Enrollment Data (A1)

Due 9/1 –
3) Annual Completions (A2) Data

Due 10/1 –
4) Annual Course (AC) Submission
5) Annual Student Identification (ID)
6) Fall Term Enrollment Data (E1)

Due 11/1 –
7) Summer Graduates
8) Fall Faculty Staff & Salary for Data C1

Due 11/15 –
9) Annual Faculty Staff Salary & Benefits Data C3

Due 6/15 –

The R&A division also oversees eight (8) survey submissions from the 48 community colleges which accounts for 384 final survey submissions annually.
MIS files are submitted by CC’s. Automated Edit Reports are provided for each submission that highlights any data errors. CC’s resubmit MIS files until considered clean and “final” by ICCB R&A staff.

ICCB Centralized Data System

- Data Warehouse
- Data Transformation: Querying, Modeling, Programming, and Data and Metric Generation

Outputs & Analysis
- Statute Reporting
- Grant Reporting
- Research
- Reports to Support Program & Student Improvement
- ILDS
- Dashboards
- Ad Hoc Quests
- Etc.
ICCB Reporting in Statute

Federal Statute Reporting
• Integrated Postsecondary Education Data System (IPEDS) Reporting
  • Fall Collection - 2 data submissions for each college completed by ICCB
  • Winter Collection - 4 surveys, 3 data submissions for each college completed by ICCB
  • Spring Collection - 4 surveys, 2 data submissions for each college completed by ICCB
• Perkins V, Strengthening Career and Technical Education for the 21st Century Act
• Workforce Innovation and Opportunity Act (WIOA)
• Customized Apprenticeship Programming-Information Technology (Department of Labor)

State Statute Reporting
• Public Accountability Report
• Illinois Performance Reporting System
• Illinois Community College Administrator and Faculty Salary and Benefits
• Underrepresented Groups Report (now Equity Plans)
• Employment Plan Reports [separate reports for Hispanic (includes Bilingual Needs), African American, Asian American, Native American]
• Data/Outcomes for ICCB Performance-Based Funding
• Dual Credit Reporting
• Early Childhood Access Consortium for Equity Act (ECACE)
• Pipeline for the Advancement of the Healthcare Workforce (PATH)
• Developmental Education Reform Act (DERA)
• Homeless Individuals and/or Students in Care Reporting
• Student Parent/Childcare Center Reporting
• Higher Education in Prison Reporting
• Etc.
ICCB Research and Analytics web page...

- [http://www2.iccb.org/data/](http://www2.iccb.org/data/)

Major reports are added to the R&A landing page as they become available.
ICCB Annual Enrollment & Completions Report

http://www2.iccb.org/data/annual-reports/

- FY 1999, 2002-2022 available
- PDFs of Full Report & Executive Summary
- Reports generally updated in Feb / March

Annual Report

The ICCB Annual Report on Student Enrollments and Completions in the Illinois Community College System contains detailed information and data. The Annual Report is produced by ICCB in partnership with the Illinois Community College System. Annual Report data are obtained from community colleges in Illinois to produce summary-level data. The objective of the Annual Report is to provide useful summary data in one reference document.

The Annual Report contains data on students officially enrolled in credit coursework at any time during the specified fiscal year (Appendix A). Illinois community colleges have the capacity to offer college preparatory courses, short-term continuing education, retraining, certificate and degree programs for high demand jobs, and bachelor's degree programs. Detailed completions (i.e., graduates) data are also provided in the report (Appendix C). Community colleges mainly award associate degrees and postsecondary certificates. Certificates can range anywhere from a few months to a couple years to complete. Additionally, to capture the full mission of community colleges, the report includes students participating in noncredit coursework (Appendix B). Noncredit courses provide activities that do not meet ICCB Rules for credit courses, such as those designed for specific employers, professional development, or others offered for hobby, leisure, or recreational purposes.

Student Enrollment and Completions in the Illinois Community College System


Executive Summaries:

ICCB Annual Enrollment & Completions Report

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

STUDENT ENROLLMENTS AND COMPLETIONS IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 2022

March 2023

TABLE OF CONTENTS

Introduction....................................................... 5
Highlights of Fiscal Year 2022 Annual Report ...................... 7
Fiscal Year 2022 Student Credit Enrollments ....................... 14
Student Credit Enrollment by Community College ................. 14
Male/Female Distribution......................................... 14
Ethnic Origin..................................................... 15
Student Age...................................................... 16
Summary of Enrollments by Instructional Program Area .......... 17
Instructional Program Enrollments by Gender ..................... 18
Instructional Program Enrollments by Racial/Ethnic Origin ....... 18
Instructional Program Enrollments by Age ......................... 19
Fiscal Year 2022 Student Noncredit Enrollment ................... 25
Plant Farmland Enrollments....................................... 20
Enrollment Hours by Term and Type of Attendance ............... 21
Highest Degree Earned by Students Prior to Attending Community College ... 21
Attempted vs. Earned Credit Hours................................ 22
Accumulated College-Level Credit Hours ......................... 22
Grade Point Average........................................... 22
Developmental Enrollment....................................... 23
Charter School Noncredit Courses Enrolled ....................... 25
Charter School Enrollment Characteristics by Community College ... 25
Noncredit Student Gender...................................... 26
Noncredit Student Ethnic Origin................................ 27
Noncredit Student Age......................................... 27
Bibliography.................................................... 37
Appendix A: Credit Enrollment Data Tables............................ 38
Appendix B: Noncredit Enrollment Data Tables ..................... 52
Appendix C: Completions Data Tables................................ 74
Minority (non-white) students accounted for nearly half (51.2 percent) of the credit students enrolled. African American student representation increased (0.7 percent) and accounted for 12.6 percent of all credit students. Latino student representation increased (4.0 percent) and accounted for 26.4 percent of all credit students. Asian (5.5 percent) and Two or More Races (3.0 percent) student representation decreased from the previous year, while Nonresident (0.9 percent) student representation increased.

### Illinois Community College Board
Table A-4a
Comparison of Annual Headcount Enrollments by Ethnic Origin
Fiscal Years 2018-2022

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>24,690</td>
<td>24,431</td>
<td>23,434</td>
<td>21,235</td>
<td>20,045</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-4.7%</td>
<td>-0.6%</td>
<td>-4.1%</td>
<td>-9.4%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>1,190</td>
<td>1,132</td>
<td>1,083</td>
<td>992</td>
<td>1,033</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-9.5%</td>
<td>-4.9%</td>
<td>-4.3%</td>
<td>-8.4%</td>
<td>-4.1%</td>
</tr>
<tr>
<td>African American</td>
<td>67,101</td>
<td>64,178</td>
<td>58,717</td>
<td>47,608</td>
<td>47,052</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-7.0%</td>
<td>-4.4%</td>
<td>-8.5%</td>
<td>-18.9%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Latino</td>
<td>116,860</td>
<td>117,542</td>
<td>115,779</td>
<td>96,728</td>
<td>100,600</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-1.3%</td>
<td>0.6%</td>
<td>-1.5%</td>
<td>-16.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>White</td>
<td>272,130</td>
<td>256,235</td>
<td>238,665</td>
<td>207,264</td>
<td>195,429</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-8.1%</td>
<td>-5.8%</td>
<td>-6.8%</td>
<td>-13.2%</td>
<td>-5.7%</td>
</tr>
<tr>
<td>Nonresident</td>
<td>4,167</td>
<td>4,129</td>
<td>3,701</td>
<td>3,197</td>
<td>3,351</td>
</tr>
<tr>
<td>Percent Change</td>
<td>4.4%</td>
<td>-0.9%</td>
<td>-10.4%</td>
<td>-13.6%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Pacific Islander/Native Hawaiian</td>
<td>504</td>
<td>464</td>
<td>413</td>
<td>352</td>
<td>330</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-11.9%</td>
<td>-7.9%</td>
<td>-11.0%</td>
<td>-14.8%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11,858</td>
<td>12,282</td>
<td>12,352</td>
<td>11,032</td>
<td>11,297</td>
</tr>
<tr>
<td>Percent Change</td>
<td>1.2%</td>
<td>3.6%</td>
<td>0.6%</td>
<td>-5.8%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Total Known</td>
<td>498,406</td>
<td>480,393</td>
<td>454,164</td>
<td>389,008</td>
<td>380,937</td>
</tr>
<tr>
<td>Percent Change</td>
<td>1.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>All Other Unknown</td>
<td>20,081</td>
<td>20,084</td>
<td>18,314</td>
<td>16,436</td>
<td>16,021</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-5.1%</td>
<td>-3.6%</td>
<td>-5.6%</td>
<td>-14.2%</td>
<td>-2.1%</td>
</tr>
</tbody>
</table>

*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Data
ICCB Data Book

http://www2.iccb.org/data/data-characteristics/

Many of the Credit Enrollment & Completions tables are also available By College in the Data Book.
Data always matches across different ICCB tables and reports because source data and coding derives from the ICCB’s Centralized Data System.
ICCB Additional Data Products and Resources

• New data products and resources are identified quarterly via “Recently Added Reports” email to field and ICCB Newsletter.

• Additional high-impact reports and resources:
  • ICCB Dual Credit Report
  • ICCB Fall and Spring Enrollment Reports
  • ICCB Distance Education Report
  • Salary Report for the Illinois Public Community Colleges
  • Perkins Online Data System (PODS) Power BI Dashboard
Cross-Agency and Other Stakeholder Data Collaboration and Connectivity

I. Illinois Longitudinal Data System

II. State Agencies
   I. Illinois State Board of Education (ISBE)
   II. Illinois Board of Higher Education (IBHE)
   III. Illinois Student Assistance Commission (ISAC)
   IV. Illinois Department of Employment Security (IDES)
   V. Department of Commerce and Economic Opportunity (DCEO)

III. National Organizations
   I. National Student Clearinghouse (NSC)
   II. State Wage Interchange System (SWIS)

IV. Other partners dependent on the initiative
ICCB Economic Impact Study – ICCB and IDES

Illinois Report Card – ICCB and ISBE

Illinois Postsecondary Profiles – ICCB, IBHE, and ISAC
Research and Information Technology

Nathan Wilson, Deputy Director for Research and Information Technology
217-558-2067
nathan.wilson@illinois.gov

Information Technology

Jerry Follis, Senior Director for Information Technology
217-782-3994
618-583-2402 (E. St. Louis)
Jerry.Follis@illinois.gov

Thao Le, Applications Programmer III
217-785-0093
thao.le@illinois.gov

Timothy K. Bartlett, Applications Programmer III
217-524-6894
timothy.k.bartlett@illinois.gov

Andrew Schmitt, System Administrator II
217-785-0147
andrew.schmitt@illinois.gov

Research and Analytics

Jay Brooks, Associate Deputy Director for Research and Analytics
618-988-8171 (Herrin)
jay.brooks@illinois.gov

Michelle Dufour, Director for Research and Analytics
217-782-9574
michelle.dufour@illinois.gov

Cecilia Elhaddad, Data Analyst
309-694-5770 (Peoria)
cecilia.elhaddad@illinois.gov

Mitchell T. Gaffney, Data Analyst
217-558-5669
mitchell.t.gaffney@illinois.gov