

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 2014 through 2018 for City Colleges of Chicago and Fiscal years 2015 – 2019 for Harper College, Morton College and Shawnee Community 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 2018, the districts listed below 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 college 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:

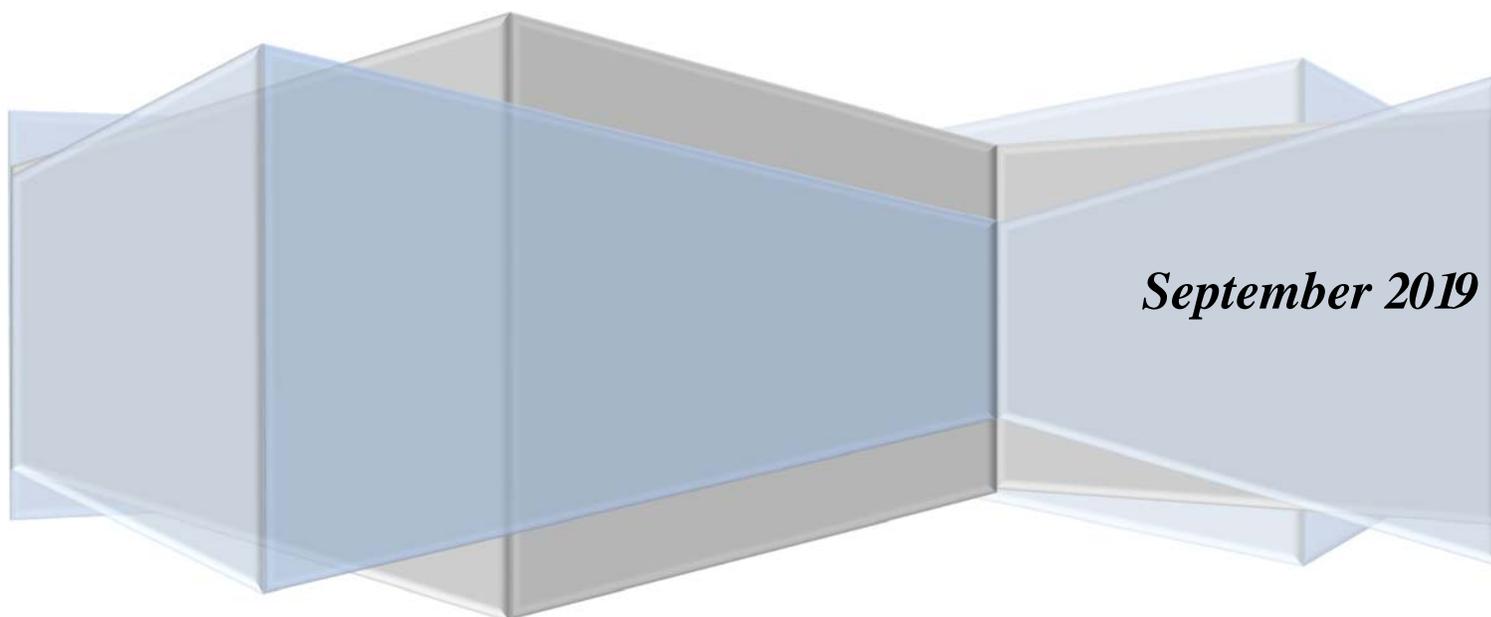
The Illinois Community College Board hereby grants a status of “recognition continued” to the following districts:

City Colleges of Chicago
Harper College
Illinois Valley Community College
Lincoln Land Community College
Morton College
Shawnee Community College



RECOGNITION REPORT

CITY COLLEGES OF CHICAGO



Illinois Community College Board

DRAFT RECOGNITION REPORT FOR CITY COLLEGES OF CHICAGO, DISTRICT 508

September 2019

INTRODUCTION

During fiscal year 2018, the Illinois Community College Board (ICCB) conducted a recognition evaluation of City Colleges of Chicago, District 508. The district has seven colleges: Kennedy-King College (1), Harold Washington College (2), Malcolm X College (3), Harry S Truman College (4), Olive-Harvey College (5), Richard J. Daley College (6), and Wilbur Wright College (7). The ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to City Colleges of Chicago district. The ICCB may conduct a targeted Recognition visit next year to ensure compliance with findings identified in the Midterm Certification System section of the report, pages 18–19. 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 ICCB 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 the college catalog for the City Colleges of Chicago and the ICCB Curriculum Master Files for each institution indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges and meet the general education requirements as defined in the ICCB Administrative Rule 23 Ill. Adm. Code Section 1501.302 (a)(3)(A)(i). No discrepancies between the college catalog and the ICCB Curriculum Master File were identified beyond what was noted in the district’s self-study.

Compliance Recommendation: None.

2. Articulation

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

Harold Washington College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), the Associate in Fine Arts (A.F.A.)—Music Education, Music Performance, and Studio Art—and the Associate in General Studies (A.G.S.) degrees. Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

Harry S Truman College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), the Associate in Fine Arts (A.F.A.)—Studio Art—and the Associate in General Studies (A.G.S.) degrees. Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

Richard J. Daley 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.) degrees. Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

Wilbur Wright College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), the Associate in Fine Arts (A.F.A.)—Music Performance—and the Associate in General Studies (A.G.S.) degrees. Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

Compliance Recommendations: None.

3. Academic Control

According to City Colleges of Chicago, all new programs, as well as dual credit courses, are developed according to district policy that requires review and oversight of units of instruction to be evaluated by college staff. The district stated that trustees, administrators, faculty, staff, and

students work collaboratively to ensure this. Local Committee A (the committee on each individual campus) reviews and approves any curricular or program changes at the college-level prior to submission to the faculty led committee for final review. The Proposed Academic Change Process (PACC) committee gives faculty collaborative management of all district-level curriculum changes. Additionally, the district-level City Colleges of Chicago Faculty Council is responsible for academic policy such as curriculum program development, academic freedom, and professional development in an advisory, consultative, and planning capacity to the Chancellor and Board of Trustees. The district stated there is a clear policy in place for evaluation of faculty.

Questions related to administration of two programs, electrical construction technology and telecommunications technology, at **Richard J. Daley College** were raised. ICCB completed follow-up interviews to assess the status of the respective programs. In addition, the college was subject to an investigation by the City College's Office of the Inspector General which determined there were significant issues with academic control of programs related to electrical construction technology and telecommunications technology.

Both programs were offered in partnership with the International Brotherhood of Electrical Workers Local 143 (IBEW). It appears that the IBEW and not the college had academic control of the program and delivery of curriculum. In addition, the college did not vet faculty for the program or courses in which it had direct responsibility for delivery. There were significant gaps in the enrollment and registration processes for the program including issues related to which students were actually enrolled in each program and the reporting process of grades for the courses. There did not appear to be consistency in following the curriculum or documenting appropriate substitutions for degree requirements.

It has been noted that a new agreement with the IBEW was executed January 2018 providing more in-depth academic oversight of the program and curriculum. The new process also lays out the college's responsibility for credentialing of faculty and course observation. Changes in program curriculum will need to be submitted to ICCB. The college also reported that the new structure of the program had been submitted to the Higher Learning Commission and received approval in March 2018. A number of process controls are being developed or have been implemented related to enrollment, registration, grade submission, and shared student information across unique operating systems.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Code 1501.302(a)(2)(4), City Colleges of Chicago, including Richard J. Daley College, must:

- 1) Ensure all design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.
- 2) Ensure admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.
- 3) Ensure that the involvement of faculty in the unit of instruction, research, or public service is sufficient to cover the various fields of knowledge encompassed by the unit to sustain scholarship appropriate to the unit and to assure curricular continuity and consistency in student evaluation.
- 4) Ensure the content of the curriculum meets the objectives of the unit of instruction.

College Response:

Since November 2017, Richard J. Daley College has been in constant contact and communication with the International Brotherhood of Electrical Workers to ensure all academic programming is overseen by Richard J. Daley College administration. Daley administration has reviewed all curriculum and aligned current course sequencing and curriculum with the ICCB approved curriculum. Daley College is providing oversight of curriculum and faculty teaching in the IBEW

program. Further, all instructors in the IBEW program are credentialed and evaluated by Daley administration on an annual basis, or upon any new hire if one occurs between evaluation cycles. The IBEW courses are built into CCC's Campus Solutions (CS9) system to ensure that instructional minutes match with the credit hours of each course. In accordance with course master syllabi, each course faculty member provides formative and summative assessments to ensure that the content of the curriculum meets the objectives of the unit of instruction. Students in the IBEW program must pass an admission exam which is required for admission to the program. Basic and Advanced certificates are earned only after successfully completing every course in the respective programs. Likewise, Associate Degrees in Applied Science are only awarded to the students when all requirements, including general education courses, are successfully completed. On February 24 and 25, 2019, the Higher Learning Commission conducted a focused site visit on the Daley/IBEW program. The site visit report concluded that sufficient academic oversight and quality is present in this contractual agreement program, and a follow-up document with written policies, procedures, and practices is due to the HLC by December 2019.

4. Curriculum

4a) A comparison between the district'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 Administrative Rule 23 Ill Adm. Code Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The district indicated a systematic process is in place for identifying local, state, and federal standards by which curriculum is developed and any associated program accreditation, optional or required, is in place for students to earn related credentials. The district utilized a Proposed Academic Curriculum Change (PACC) process to ensure course and program objectives and student learning outcomes are not only relevant for employment but also adhere to the most current program accreditation guidelines and standards. Furthermore, the district indicated 20 Career and Technical Education (CTE) programs that hold industry program accreditation and wherever possible lead to industry-recognized credentials. The district also indicates offering a range of stackable credentials, from short-term to advanced certificates to A.A.S. degrees.

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

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

Part A: State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards and local college policies apply to courses, instructional procedures, and academic standards at colleges

in the district. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Part B: Instructors.

Kennedy King College: During fiscal years 2016 through 2017, it was reported that 16 instructors taught transfer (1.1) dual credit courses and four instructors taught career and technical education (1.2) dual credit courses. From this review, it was found that all instructors held the appropriate credentials per Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B).

Harold Washington College: During fiscal years 2016 through 2017, it was reported that 22 instructors taught transfer (1.1) dual credit courses. It was also reported that four instructors taught career and technical education (1.2) dual credit courses. From this review, all instructors held the appropriate credentials and met the minimum standard set by the Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B).

Malcolm X College: During fiscal years 2016 through 2017, it was reported that 22 instructors taught transfer (1.1) dual credit courses and three instructors taught career and technical education (1.2) dual credit courses. From this review, it was reported that all instructors held the appropriate credentials and met the minimum standard set by Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B).

Harry S Truman College: During fiscal years 2016 through 2017, it was reported that 25 instructors taught transfer (1.1) dual credit courses. All instructors held the appropriate credentials and met the minimum standard set by Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B). It was reported that there were no career and technical education (1.2) dual credit courses offered in fiscal years 2016 and 2017.

Olive-Harvey College: During fiscal years 2016 through 2017, it was reported that 27 instructors taught transfer (1.1) dual credit courses. Of these instructors, two did not have the appropriate credentials to teach transfer courses. It was indicated that these instructors will no longer be teaching dual credit. It was reported that five instructors taught career and technical education (1.2) dual credit courses. From this review, two instructors did not have the appropriate credentials or did not have appropriate credential documentation on file to meet Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B).

Richard J. Daley: During fiscal years 2016 through 2017, it was reported that 39 instructors taught transfer (1.1) dual credit courses and one instructor taught career and technical education (1.2) dual credit courses. From this review, it was reported that all instructors held the appropriate credentials and met the minimum standard set by Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B). It was indicated through the review that appropriate record retention and documentation demonstrating credentials and experience of dual credit instructors was not completed for all instructors.

Wilbur Wright College: During fiscal years 2016 through 2017, it was reported that 30 instructors taught transfer (1.1) dual credit courses. Per the review, all transfer dual credit instructors held the appropriate credentials. It was reported that five instructors taught career and technical education (1.2) dual credit courses. CTE occupational hours were not provided, so staff could not discern if the CTE dual credit instructors met the required credentials per Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B).

Part C: Qualification of Students.

Kennedy-King College: After a review of the self-study report and the additional audit materials requested by the ICCB, it was found that two students did not meet the required pre-requisites or placement criteria for the courses.

Harold Washington College: After a review of the self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found.

Malcolm X College: After a review of the self-study report and the additional audit materials requested by the ICCB, it was found that one student did not meet the pre-requisite requirements for the dual credit course.

Harry S Truman College: After a review of the self-study report and the additional audit materials requested by the ICCB, it was found that one student did not meet the pre-requisites for the dual credit course he/she was enrolled in.

Olive-Harvey College: After a review of the self-study report and the additional audit materials requested by the ICCB, it was found that two students did not meet the required pre-requisites or placement criteria for the courses.

Richard J. Daley College: After a review of the self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found.

Wilbur Wright College: After a review of the self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found.

Part D: Course Offerings.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. No issues related to course offerings were identified.

Part E: Course Requirements.

The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites. No issues related to course requirements were identified.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the colleges (Olive-Harvey College and Wilbur Wright 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. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. Depending upon the specific course(s), the Dual Credit Quality Act (110 ILCS 27/) may affect these qualification standards beginning January 1, 2019.

College Response:

In order to ensure accuracy in credential verification, CCC's District Office is instituting, beginning in 2019, an annual internal faculty credential spot check process that will cover all seven colleges. This regular review will ensure that our ongoing processes yield accurate credentialing. If, through this regular spot-check process, inconsistencies or inaccuracies are identified, CCC District Office will work to remedy the situation with the local college Vice President.

Faculty Credential Guidelines are created and reviewed annually with input from department chairs, administrators, Human Resources, and, in some cases, industry partners, to ensure excellence. All instructors have the same credentialing requirements regardless of whether they are teaching at the main campus or teaching through dual credit. Dual credit faculty must submit official transcripts from an accredited institution, which initially are reviewed and approved by the

Dean of Instruction and/or Vice President of the college.

Compliance Recommendation 2: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(C), the colleges (Kennedy-King College, Malcolm X College, Harry S Truman College, and Olive-Harvey College) must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response:

CCC has existing admissions and placement requirements for students participating in dual credit. High school students participating in a dual credit course are required to meet the same standards as any other college students and are awarded the same college credit for courses successfully completed. Responsibility for the onboarding process rests with the Early College Coordinator at each college. Onboarding consists of the following:

- *Placement / College readiness verification*
- *College application*
- *Student identification*
 - *High school ID*
 - *State ID*
- *Parental permission form*
- *Satisfactory academic progress disclosure*
- *Course selection*

Academic and Student Affairs at CCC is convening a joint faculty/administrator committee in summer 2019 to review early college policies and procedures and make recommendations for faculty oversight of instructional quality, clearer procedures, and mechanisms to ensure fidelity to policies and procedures.

Assessment Plans

City Colleges of Chicago have a systematic, district-wide approach to the assessment of student learning. The district stated that “assessment is considered a systematic and ongoing process that collects aggregate data about what students know and can do based on measurable student learning outcomes,” showing their commitment to assessment. City Colleges of Chicago stated that the faculty drive the assessment process at each college. Assessment resources, procedures, and reports are available from all seven colleges online. The district uses assessment data to improve curriculum, teaching, and student learning.

Two recent assessment undertakings have occurred at the district level: The Master Syllabi Project and the collection of program-level learning outcomes. The district uses these initiatives to guide stronger assessment at the program level and streamline learning outcomes across the seven colleges. Additionally, the district has detailed placement policies and cut scores.

Compliance Recommendation: None.

6. Student Evaluation

City Colleges of Chicago have a well-defined system for evaluating and recording student performance in courses and programs. City Colleges of Chicago have established and published minimum standards of academic achievement as defined by grade point average, credits completed in relation to credits attempted, and satisfactory academic progress. The college has Board policies governing its grading system, incomplete grades, change of grades, and grade forgiveness.

Compliance Recommendation: None.

7. Faculty Qualifications/Policies.

Faculty qualifications and policies were reviewed for each campus. All full- and part-time faculty for transfer-level courses are required to obtain a Master's Degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate level of experience in their field. The college vice president on each campus performs the faculty credential review. In addition to reviewing faculty files, the college provides regular professional support for faculty through workshops offered during Faculty Development Week. Faculty Development Week focuses on providing strategies to improve teaching and learning while sharing examples of exemplary practice. One day of this week is devoted to district-wide sharing of resources for faculty.

As part of the review process, ICCB requested transcript and relevant work experience evidence for full- and part-time faculty teaching in the academic years 2015-2016 and 2016-2017. For each college, 25 random courses were selected for review.

Kennedy-King College: The college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that one faculty member was missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that one additional faculty member was missing or did not appear to have the proper credentials to teach 1.2 Career and Technical Education Courses. The college indicated that this Career and Technical Education instructor has since retired.

Harold Washington College: The college provided transcript and relevant work experience evidence for 23 of the 25 courses. The ICCB review of the faculty transcripts provided by the college showed that five faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

Malcolm X College: The college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that all faculty members had the proper credentials to teach 1.1 Transfer Courses.

Harry S Truman College: The college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that two faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

Olive-Harvey College: The college provided transcript and relevant work experience evidence for 23 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that six faculty members were missing official transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that one additional faculty member was missing or did not appear to have the proper credentials to teach 1.2 Career and Technical Education Courses. The college indicated that this Career and Technical Education instructor has since retired.

Richard J. Daley College: The college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that all faculty members had the proper credentials to teach 1.1 Transfer Courses. Questions were raised specifically related to faculty qualifications in two programs at the college, namely, electrical construction technology and telecommunications technology. It was determined that there was insufficient evidence to demonstrate faculty were appropriately vetted for qualifications related to the courses they taught in these programs, including courses listed in general education (mathematics).

Wilbur Wright College: The college provided transcript and relevant work experience evidence for 23 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that four faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that three additional faculty members were missing or did not appear to have the proper credentials to teach 1.2 Career and Technical Education Courses. The college indicated that one of the Career and Technical Education instructors has since retired.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), the colleges (Kennedy-King College, Harold Washington College, Harry S Truman College, Olive-Harvey College, Richard J. Daley College, and Wilbur Wright College) must ensure that all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies that states:

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

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

College Response:

In order to ensure accuracy in credential verification, CCC's District Office is instituting, beginning in 2019, an annual internal faculty credential spot-check process that will cover all seven colleges. This regular review will ensure that our ongoing processes yield accurate credentialing. If, through this regular spot-check process, inconsistencies or inaccuracies are identified, CCC District Office will work to remedy the situation with the local college Vice President.

Faculty Credential Guidelines are created and reviewed annually with input from department chairs, administrators, Human Resources, and, in some cases, industry partners to ensure excellence. All instructors have the same credentialing requirements regardless of whether they are teaching at the main campus or teaching through dual credit. All faculty must submit official transcripts from an accredited university, which are reviewed and approved by the Dean of Instruction and/or Vice President. Once reviewed, credentialing information uploaded to CS9 acts to block the assignment of any faculty member to courses that he or she is not credentialed to teach.

8. Cooperative Agreements and Contracts

As part of City Colleges of Chicago's recognition review of cooperative agreements, the following items were reviewed: the college's self-assessment including accompanying documentation, a list of all current cooperative agreements, other institutions entered into the agreement or contract, the college catalog, and the purpose. City Colleges of Chicago participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) agreement which has been approved by the ICCB. CAREER Agreement information is available to students through the colleges' websites. However, the agreement between City Colleges of Chicago for Richard J. Daley College and Electrical Joint Apprenticeship Training Trust was not submitted for approval until after ICCB staff specifically requested it.

Compliance Recommendation: In order to be in compliance with Administrative Rule Ill Adm. Code 1501.307, all cooperative agreements are to be approved by the ICCB.

College Response:

CCC will review its existing practice to ensure consortia and cooperative agreements are aligned and properly routed through the Office of Curriculum and Workforce Partnerships. CCC will provide notification and/or request guidance by ICCB prior to approval of a formalized agreement.

In the case of the IBEW contractual arrangement, CCC's Office of Inspector General findings revealed that the contractual agreement was not transparent to internal and external agencies. Richard J. Daley College has since hired a new interim vice president/chief academic officer in 2018. With this hire along with new executive leadership, Richard J. Daley College has been in constant contact and communication with the International Brotherhood of Electrical Workers to ensure all academic programming is overseen by Richard J. Daley College administration. The IBEW courses are built in Daley's Campus Solutions 9 software system to ensure classroom minutes match with the credit hours of each course. On February 24, 25, 2019, the Higher Learning Commission conducted a focused site visit on the Daley/IBEW program. The site visit report concluded that sufficient academic oversight and quality is present in this contractual agreement program, and a follow-up document with written policies, procedures, and practices is due to the HLC by December, 2019. At this time Daley College is finalizing a policy and procedure manual to guide compliance of this contractual arrangement.

9. Academic Calendar

As part of the Recognition review, the following items of the district were reviewed: 2018-2019 Academic Calendar, college catalogs and/or applicable policy handbook, district website, and the district's self-assessment. City Colleges of Chicago Academic Calendar includes 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule 23 Ill Adm. Code 1501.303 (e).

Compliance Recommendation: None.

Advisory Recommendation: The district is advised to create an Academic Continuity plan and incorporate it into the appropriate policies and procedures, so that if an emergency such as a fire, flood, or strike makes it necessary for the college to shorten one of its academic terms, the college can demonstrate to ICCB that strategies are in place for meeting these closures or cancellations in a way that maintains the required contact hours, per Administrative Rule 23 Ill. Adm. Code 1501.309(b).

College Response:

The Office of Academic Affairs will review existing findings and data collected by the CCC Internal Audit team as part of their examination of the District's disaster recovery plan. The two offices will work collaboratively with internal stakeholders (Academic Systems & Records, Vice Presidents, Student Services, and Office of Instruction) to determine forthcoming policy language that will ensure CCC is maintaining the required contact hours per Administrative Rule 23 ILL. Adm. Code 1501.309(b) in the event of a disruption to instruction.

10. Program Review/Results

Kennedy-King College: After reviewing program review processes and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating its programs.

The college has incorporated annual reviews of each program where progress, goals, and action steps are monitored closely. Through the review, it is evident that Kennedy-King College utilizes the program review process in its strategic planning and program improvement efforts. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

Harold Washington College: After reviewing program review processes and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating its annual review cycle. The college has incorporated annual reviews of each program where progress, goals, and action steps are monitored closely. Through the review, it is evident that the college utilizes the program review process in its strategic planning and program improvement efforts. However, wider external stakeholder engagement, including business and industry partners, in the program review process is recommended. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

Malcolm X College: Upon reviewing the program review process and documents submitted in fiscal year 2018, it is evident that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college sufficiently included information for student and academic support services in the review process. The college also utilized the process to identify opportunities for improvement in enrollment, advising and recruiting, strategic planning, and other program improvement efforts. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

Harry S Truman College: After reviewing the program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it was evident that Harry S Truman College utilizes the program review process in its strategic planning and program improvement efforts. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified. However, wider external stakeholder engagement, including business and industry partners, in the program review process is recommended to help advise the college on the development, implementation, and evaluation of relevant programming. In addition, the program review process should help assist the college in determining that programming is of sufficient size and scope. It was unclear if the college collected and analyzed appropriate data to inform such decisions. The college should follow any identified action steps and continue to review and utilize the recommendations.

Olive-Harvey College: After reviewing its program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating its annual review cycle. The college has incorporated the review process into each program where progress, goals, and action steps are monitored closely. Through the review, it is evident that Olive-Harvey College utilizes the program review process in its strategic planning and program improvement efforts. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified. The college should follow any identified action steps and continue to review and utilize the recommendations.

Richard J. Daley College: Upon reviewing the program review process and submissions, it is apparent that all instructional programs are reviewed utilizing a systematic, college-wide process. The college meets the basic requirements of need, cost, and quality for evaluating their instructional programs. Significant action steps are identified in each review however, the level of detail across programs lacked consistency. Although it is evident that program review is being conducted thoroughly, submissions for the statewide review lacked sufficient narrative and detail.

Additionally, wider external stakeholder engagement, including business and industry partners, in the program review process is recommended. No discrepancies were identified between the college's program review process and schedule and the ICCB five-year program review manual.

Wilbur Wright College: Upon review of the program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their annual review cycle. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. However, recent program review submissions reflect that the data provided and reviewed lacked the appropriate level of detail in order to inform decision-making. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified. Wilbur Wright College should continue to review and utilize the recommendations and feedback given by the ICCB.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the college provide the appropriate data and train faculty and staff on interpreting said data in order to inform enrollment management and student support decisions in the program review process. Each college should follow any identified action steps and continue to review and utilize the recommendations from their respective program reviews.

College Response:

In order to provide more thorough program reviews, CCC intends to promote the following:

- *As they have previously, colleges will lead partner advisory council engagement in sectors aligned with their Center/s of Excellence, both at the industry and program-specific levels to ensure relevance and quality.*
- *Training for Chief Academic Officers on program reviews, including the data elements for analysis and how to align recommendations to data insights will be created and delivered. CAOs will then provide training opportunities for college stakeholders, with District Office support. Training will be provided in summer sessions and refreshed once a term*

CCC is committed to continued representation on ICCB Program Review Advisory Council to expand awareness of program review processes more broadly throughout the district.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling.

City Colleges of Chicago has taken a focused approach to address academic advising by hiring an Associate Vice Chancellor of Advising and Student Success. Their role is to work with each college to assess and redefine the role of academic advising for student success. In exploring new advising models, City Colleges of Chicago will examine current advising ratios and the connection these ratios have in their current service delivery model. The ratio of student to advisor has declined since the prior report. The number of advisors per college has fluctuated based on enrollment. City Colleges of Chicago implemented case management advising, assigning each credit student to an academic advisor. An early alert system has been implemented so faculty members can easily flag students who are struggling in class and recommend their advisor follow up with the student. Students now work with their assigned advisor to create an Education Plan, a term-by-term plan of the courses required to complete the student's academic program and graduate. The district is taking great strides to increase student assistance in advising and retention.

Compliance Recommendation: None.

Advisory Recommendations: Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (e.g., evenings, weekends). The advising department operates Monday through Wednesday, 9:00 a.m. until 5:00 p.m.; Thursday, 9:00 a.m. until 6:00 p.m.; and Friday, 9:00 a.m. until 1:00 p.m. City Colleges of Chicago needs to continue to evaluate their current practices to ensure services are available at hours/days convenient for all students including evenings and weekends.

College Response:

The advising teams acknowledge that operational hours are critical in order to ensure that students receive the necessary support and guidance they need to succeed at City Colleges of Chicago. Noting that students may not be able to come during standard weekday business hours, offering a late evening on Thursday has been one way to ensure students are supported. Colleges have offered Saturday service hours over the years, but due to student traffic being minimal, this practice has been scaled back.

Colleges are nonetheless trying various other approaches to ensure that advising services are available at days and times that are convenient to students. Harold Washington College has implemented on a trial basis late night academic and career advising on select nights; Malcolm X College and Daley College are piloting virtual advising; and Wright College offers placement testing and orientation – both critical components of student onboarding, on select Saturdays.

CCC's leadership is committed to meeting students where they are, and ultimately student demand will inform hours and modes of service for advising and other student services.

Part B: Financial Aid.

The Financial Aid offices of the City Colleges of Chicago provide a comprehensive range of student financial aid services. Each college provides comprehensive information regarding financial aid and scholarships available to students seeking educational opportunities. Each college participates in all major financial aid programs including: Federal Pell Grant, Federal Work Study, Federal Supplemental Education Opportunity Grants, Federal Direct Loans, and the Monetary Award Program. The Financial Aid Offices are also responsible for the certification of all federal and state veteran benefits. Students are encouraged to fill out FAFSA paper work online as soon as it becomes available. Once complete, students may take it to their campus and have it checked on the spot by a financial aid representative to prevent errors in their submission. In addition to the traditional services of Financial Aid offices, they also provide free information sessions on filling out the FAFSA and the Satisfactory Academic Progress process. The colleges also provide resources on financial literacy topics such as budgeting, avoiding predatory lending, and managing debt. The colleges also updated their PeopleSoft software to CS9. This has allowed for a more systematic approach to processing student's aid.

Compliance Recommendation: None.

Advisory Recommendations: Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (e.g., evenings, weekends). CCC needs to continue to evaluate their current practices to ensure services are available at hours/days convenient for all students including evenings and weekends.

College response:

The financial aid offices acknowledge that operational hours are critical to ensure that students receive the necessary support they need to succeed at City Colleges of Chicago. Noting that students may not be able to come during normal business hours, offering a late evening on

Thursday has been one way to ensure students are supported. In addition, beginning with the 2019-20 award year, City Colleges of Chicago has partnered with ProEd Solutions to offer a convenient electronic verification option. The partnership will help to automate financial aid business processes and extend services online. The online portal provides a convenient platform for students and parents to submit required documentation at a time that fits their schedule, including at times outside of regular office hours.

Part C: Placement.

The Career Services Center provides wrap-around career advising, which includes career exploration support, internship assistance, job search, and educational planning. The center seeks to increase career capital, exposure, and self-efficacy of all students. Currently at select colleges, such as Harold Washington College, students are provided with a resource guide which provides literature around several supports such as career fairs, career plans, cover letter preparation, and informational interviews. Additionally, the colleges have adopted learning outcomes. The outcomes are used to support the colleges' mission and alignment to the City Colleges of Chicago's Strategic Plan, including key performance indicators in regard to placement.

Compliance Recommendation: None.

Advisory Recommendations: The ICCB recommends the district continue to explore available options in developing an improved system for tracking and the use of student performance data. The collected student and employer data will assist in better understanding current and future needs, as well as continuing to assist in meeting specific hiring needs and contributing to the colleges' future planning efforts.

College response:

In 2017, City Colleges stopped tracking "placement in field of study" for several reasons. Post-graduation survey response rates were low. There was a degree of arbitrariness in the analysis when determining whether a job post-graduation was "in the field of study." Many students are already employed – some in their fields of study – before they come to CCC to pursue studies. Often, a "good" outcome can be a job in a different field than the one a student has studied. In short, placement in the field of study was not a reliable or useful metric for City Colleges.

In its place, we are instituting an economic mobility metric, measuring income gain from one year prior to entering CCC to five years later and beyond. We have tested and refined our methodology, utilizing IDES raw data through a data sharing agreement, and have initial baseline data for students who began at CCC in 2015. We are exploring how we can disaggregate this data by program to develop an understanding of the overall "health" of CCC's programs. CCC leadership is committed to collecting and utilizing performance data and finds the economic mobility metric a far superior solution.

Part D: Support Services.

In addition to academic advising, transfer centers, career services, and veteran's services, City Colleges of Chicago provides various support services to students through a number of offices, which include Disability Services, First Year Experience, Student Life, TRiO, and Wellness Centers.

The City Colleges of Chicago's Wellness Centers emphasize mental health services and linkage to community-based resources. The Centers are stand-alone departments with dedicated staff and distinct operational boundaries and physical facilities for purposes of confidentiality and compliance with standards and laws for the operation of mental health facilities.

Each Wellness Center has a full-time director. The centers are also host sites for graduate

counseling interns. The centers do not offer medical care however, they offer a holistic approach to student care via workshops, education, HIV/STI prevention and testing, application support for public aid programs, outreach for victims of domestic violence and sexual assault, faculty and staff training for intervention with “persons of concern”, and stress and time management.

All seven City Colleges of Chicago offer Transfer Resources Centers that provide students with a variety of services. The centers are equipped with a Transfer Center Director who receives district level support from the Director of Transfer Programs and Services. Services out of this center include workshops, onsite admission days, transfer fairs, college tours, transcript assistance, application submission, transfer college application and essay support, and scheduled college tours. The Transfer Centers also assist students in creating an individualized academic plan for a seamless transition to four- year institutions and offer transfer guides that students utilize to research the transfer requirements at the university they are exploring or have selected. City Colleges of Chicago’s partnerships align with the Star Scholarship Program. As of 2018, City Colleges of Chicago had developed connections with 21 institutions who have offered the Star Scholars over \$3.1 million in scholarship dollars. Through these partnerships, students are provided with benefits such as guaranteed admission, acceptance with junior standing, university student services support, invitations to college events, and scholarship opportunities.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

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

Approximately 150 course sections from the summer 2016, fall 2016, and spring 2017 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college’s classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college’s credit hour submissions to the ICCB were made in a timely manner. State statute requires all courses to be funded with more than 50 percent unrestricted funds in order for the district to claim reimbursement from the ICCB. The courses not complying with this statute, 110 ILCS 805/2-16.02, were mostly taught at Richard J. Daley College.

For adult education students that enroll and are administratively withdrawn for non-attendance, the review of the process for withdrawing them was found not to be in compliance with Administrative Rule 23 Ill. Adm. Code Section 1501.507(c). District practice is to withdraw only after a student has missed six consecutive classes. Therefore, students who were not attending at midterm are included on the class roster and being certified by the instructor as actively pursuing completion of the course because the student did not have six consecutive absences (this rationale is ok for withdrawals but not for claiming purposes) when the roster is printed. Administrative rules state that all “students must be actively pursuing completion of a course” to be claimed for credit hour funding. When the district staff reran the credit hour claim using the students’ actual last date of attendance, rather than the sixth consecutive absence as the drop date, a significant number of

additional credit hours were claimed on the SU reports for the terms audited. A payback calculation will need to be done for fiscal years 2014-2017.

Focused Visit

An internal investigation by the district’s Inspector General revealed credit hours claimed by International Brotherhood of Electrical Workers (IBEW) students were ineligible for state funding. The ICCB did a focused visit in January 2018 to review the program and the credit hour claims associated with it. ICCB Administrative Rule 23 Ill. Adm. Code Section 1501.302 (2) (A) and (B) require colleges to maintain academic control of their curriculum. ICCB staff confirmed during the special visit that the design, conduct, and evaluation of units of instruction taken by the IBEW students are not under the direct and continuous control of the college. Instead, the curriculum was implemented by an outside organization (IBEW) and was not subject to the direct oversight or evaluation of Academic Leadership and Faculty of the district. District staff resubmitted fiscal year 2017 credit hours, removing a significant number of hours associated with the program and the program was altered. A payback calculation will be needed for fiscal years 2014-2016. In addition to the academic control issue, these courses are not funded with more than 50 percent of district funds. The SU reports are not compliant with 110 ILCS 805/2-16.02

Compliance Recommendation 1: In order to be in compliance with 110 ILCS 805/2-16.02, City Colleges’ staff must discontinue submitting courses with less than 50 percent of the cost on the SU report. The hours may be submitted on the SR report. The district staff must also work with the ICCB to calculate how many credit hours were included in the formula for payment by the ICCB from 2014-2017. Fiscal year 2018 credit hour claims were corrected and finalized.

College response:

Among college credit programs, this finding primarily pertains to the IBEW program at Daley College, for which CCC incurred no instructional costs. CCC acknowledges that these credit hours were reported on the SU/SR report in error.

Most CCC courses with more than 50% of instructional cost coming from restricted funds are in Adult Education. CCC has a well-defined process in place for identifying these courses in our system of record and accurately reporting them on the SR report. It is uncommon for CCC Credit instructors to be paid predominantly from restricted funds, but there is room for improvement in our reporting process to identify exceptions when they arise.

CCC is committed to improving credit hour claims reporting. In addition to correcting FY 2017 and FY2018 credit hour claims to exclude IBEW courses, CCC expanded its SU/SR submission data validation and review procedures to include a step to verify that courses with less than 50% of the instructional cost from unrestricted funds are reported on the SR instead of the SU report. District Office staff will work closely with the ICCB to calculate the hours for these courses that were erroneously reported on the SU report from FY 2014- FY 2017.

Compliance Recommendation 2: In order to be in compliance with 23 Ill Adm. Code 1501.507 (c), the district must change the process for printing midterm rosters, especially in the adult education program, including students that stop attending classes before the midterm. The roster should not include students who stopped attending before the midterm. The college must work with ICCB to determine the financial impact of the credit hours claimed for these students and calculate a payback schedule for fiscal years 2014-2017.

College response:

CCC acknowledges that the business process for administratively withdrawing Adult Education students for nonattendance was not aligned with SU/SR credit hour claims reporting requirements. Adult Education students with six consecutive absences are administratively withdrawn through an

automated process. The effective date of the drop, which CCC SU/SR reporting processes rely on to determine enrollment as of the midterm, was based on the date the student was determined to be no longer enrolled (the date of the sixth consecutive absence) rather than the last attendance date.

CCC is committed to improving credit hour claims reporting. FY 2018 credit hour claims were corrected to exclude hours for Adult Education students whose last attendance date was before the midterm regardless of the withdrawal effective date. To address this issue for FY 2019 onward, CCC revised its automated business process for withdrawing students for nonattendance so that the withdrawal effective date is based on the last attendance date. Because this change occurred midway through FY 2019, a data clean-up project was completed to ensure all FY 2019 withdrawal effective dates were aligned to SU/SR reporting requirements (based on last date of attendance.) As a result of these changes, midterm rosters for FY 2019 onward will accurately reflect Adult Education students who were enrolled as of midterm. District Office staff will work closely with the ICCB to calculate the hours claimed for these students and determine a payback schedule for FY 2014- FY 2017.

Compliance Recommendation 3: In order to be in compliance with 23 Ill. Adm. Code 1501.302 (2) (A) and (B) the college must maintain academic control of their curriculum in order for the credit hours to be submitted on the SU/SR credit hour claim that is used for state funding.

College response:

CCC acknowledges that credit hours are not eligible for inclusion on the SU/SR credit hour claim unless the college maintains academic control of the curriculum. This finding specifically pertains to the IBEW apprenticeship program at Daley College. CCC did not have a system in place for identifying and tracking courses for which the institution does not have academic control of the curriculum, resulting in the erroneous submission of these credit hours on the SU/SR report.

CCC is committed to improving credit hour claims reporting. After the ICCB focused visit in January 2018, CCC revised its FY 2017 SU/SR credit hour claims submission and updated the SU/SR report logic to exclude these courses for FY 2018. At the time of the ICCB focused visit, Daley College had just executed a new 10-year contract with IBEW, which includes newly implemented academic oversight policies and processes. On February 24 and 25, 2019, the Higher Learning Commission conducted a focused site visit on the Daley/IBEW program. The site visit report concluded that sufficient academic oversight and quality is present in this contractual agreement program, and a follow-up document with written policies, procedures, and practices is due to the HLC by December, 2019. To prevent future errors in credit hour reporting, CCC will also define a process for tracking courses that are ineligible for credit hour claims in our system of record to facilitate accurate reporting.

Student Residency

Based on the review of residency records, the colleges properly make a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The colleges use a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

The annual external audits for fiscal years 2013 through 2017 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

3. Financial Planning

The district's actions enable Financial Planning & Management integration, providing comprehensive management process enhancements. District optimization provided a foundation for "*both a sound educational program and prudent use of public funds*" during fiscal years 2013-2017. This integration led to educational program outcome gains, operational and financial adjustments, and mitigated the impact of significant fiscal challenges experienced during the reporting timeframe.

The Office of Finance collaborates closely with colleges and vice chancellors to strategically plan and provide financial forecasting, an annual tactical plan, annual operations budget, and periodic reviews and analyses of proposed projects. The Office of Administrative Services and the Office of Finance work together to develop and maintain the five-year capital projects plan and to produce the annual capital budget.

The district modified its five-year financial forecast during fiscal year 2014 to incorporate month-end accrual results, including depreciation. (*See Standard 3C - Part A below.*) This modification was essential to the development of the five-year capital projects plan. As the availability of state funding to support capital investments has declined in recent years, it has become necessary for the City Colleges of Chicago to identify funding mechanisms that do not rely as heavily on state funding. The updated five-year model allows the district to review possible scenarios and prepare contingency plans to ensure sufficient funds are available when needed. Among the variables that can be manipulated independently in the model are enrollment, tuition and fee schedules, full-time to part-time staffing ratios, depreciation, debt service schedules, and state funding.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. In order for the district to remain in compliance with 110 ILCS 805/3-20.3.01, the district must continue to maintain documentation of the PHS funds and the work done with the funds.

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Facility Data Records (ICCB F3, F6, B3, R3 records)

Based on ICCB staff review of the facilities data submissions, the fiscal years 2013 through 2017 submissions were generally made in a timely or accurate manner.

Compliance Recommendation: None.

Square footage of planned construction and owned land

Fiscal year 2013 through 2017 submissions were reviewed. The district reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project status reports

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

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

The fiscal years 2012 through 2016 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. Institutional Research/Reporting

General Reporting Requirements The latest five years of Illinois Community College Board (ICCB) data submissions by City Colleges of Chicago were reviewed—generally this includes fiscal years 2014-2018 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are becoming increasingly important 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 eleven IPEDS surveys across the fall, winter, and spring collections, and the potential fine in 2018 is up to \$55,907 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal 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.

City Colleges of Chicago officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, district officials have met ICCB deadlines

for many submissions. Overall, final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Kennedy-King College

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 each of the five years reviewed. Kennedy-King College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was finalized fifteen days late, the fiscal year 2017 submission was three weeks late, and the fiscal year 2016 and fiscal year 2015 submissions were finalized nearly two months past the reporting deadline. The submissions took between one and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged from one percent to nineteen percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 10 percent in each of the five years studied. High School Rank was unknown in all records in fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed; fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was 23 days late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Kennedy-King College met the reporting deadline in one of the four years reviewed; the fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was nearly one month late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than three percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Kennedy-King College met the reporting deadline in two of the three years reviewed; the fiscal year 2016 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Kennedy-King College met the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized two and a half months late, the fiscal year 2016 submission was five months late, and the fiscal year 2015 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to nine. The final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2017 submission contained one critical error. The **Annual Course** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in two of the past five years; the fiscal year 2017 submission was finalized about five weeks late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 submission was finalized about two months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to seven during the five fiscal years reviewed. There were no critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Kennedy-King College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late, and the fiscal year 2015 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in three of the five years reviewed; there was a discrepancy with the fiscal year 2017 submission (11 records) and the fiscal year 2016 submission (20 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Kennedy-King College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2018 submission was finalized about five weeks late and the fiscal year 2017 submission was finalized about five months past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. The proportion of records with unknown Age ranged between five and nineteen percent over the last five years. The proportion of records with unknown Race/Ethnicity ranged between two and eleven percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 75 percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2014 submission was finalized one day late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2015 (54.44 percent) and 2014 (51.28 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed; the fiscal year 2016 submission was finalized eighteen days late, and the fiscal year 2015 submission was finalized four months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Kennedy-King College met the submission deadline in three of the past five years reviewed; the fiscal year

2016 submission was finalized five days late, and the fiscal year 2015 submission was finalized eleven days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Kennedy-King College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Completions Data (A2)**, the **Fall Term Enrollment Data (E1)**, and the **Annual Course Data (AC)** as well as to improve the consistency between the **Fall Enrollment Survey** and the **E1** submission.

College Response:

CCC is committed to providing timely, accurate, and complete data to the ICCB. Over the last three years, CCC has implemented a variety of strategies to improve the quality of its compliance reports, such as:

- o Moved the MIS Coordinator role from IT to Academic and Student Affairs (ASA)/Decision Support to allow for an expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration*
- o Created a compliance calendar to manage compliance report deadlines*
- o Automated error checks on ICCB student data reports*
- o Developed and implemented tools to improve documentation related to compliance reporting*
- o Increased cross functional collaboration on compliance data reporting*

As a result of these strategies, the timeliness of CCC data reports improved somewhat in FY 2017 and significantly in FY 2018. We expect to see continued improvement in the timeliness of submissions moving forward. Additionally, CCC will work to better align the timing of data production for the Fall Enrollment Survey and E1 submission to improve consistency between the two submissions.

Harold Washington College

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 each of the five years reviewed. Harold Washington College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was

finalized nearly two weeks late, the fiscal year 2017 submission was three weeks late, and the fiscal year 2016 and fiscal year 2015 submissions were finalized about two months past the reporting deadline. The submissions took between one and seven submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged from three percent to twenty-one percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged from three percent to twelve percent across the five years studied. High School Rank was unknown in all records in fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed; fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was 24 days late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Harold Washington College met the reporting deadline in one of the four years reviewed; the fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was nearly one month late, and the fiscal year 2015 submission was finalized four weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than four percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Harold Washington College met the reporting deadline in two of the three years reviewed; the fiscal year 2016 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Harold Washington College met the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized nearly three months late, the fiscal year 2016 submission was five months late, and the fiscal year 2015 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five. The final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2017 submission contained one critical error. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in two of the past five years; the fiscal year 2017 submission was finalized about five weeks late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 submission was finalized one and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to eight during the five fiscal years reviewed. There were no critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Harold Washington College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late and the fiscal year 2015 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the

E1 submission in two of the five years reviewed; there was a discrepancy with the fiscal year 2017 submission (21 records), the fiscal year 2016 submission (90 records), and the fiscal year 2014 submission (1 record).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Harold Washington College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2018 submission was finalized about five weeks late, and the fiscal year 2017 submission was finalized about five months past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. The proportion of records with unknown Age ranged between nearly zero and ten percent over the last five years. The proportion of records with unknown Race/Ethnicity ranged between six and eighteen percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 68 and 85 percent across the three years reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2014 submission was finalized one day late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in one of the three submissions reviewed: 2015 (57.38 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed; the fiscal year 2016 submission was finalized 18 days late, and the fiscal year 2015 submission was finalized four months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Harold Washington College met the submission deadline in three of the past five years reviewed; the fiscal year 2016 submission was finalized five days late and the fiscal year 2015 submission was finalized eleven days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for

Recognition. Harold Washington College met the reporting deadline in all years reviewed for each of the four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Harold Washington College. Focused efforts are recommended to improve the timeliness of the **Noncredit Course Enrollment Data (N1)**, the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Completions Data (A2)**, the **Fall Term Enrollment Data (E1)**, and the **Annual Course Data (AC)** as well as to improve the consistency between the **Fall Enrollment Survey** and the **E1** submission.

College Response:

CCC is committed to providing timely, accurate, and complete data to the ICCB. Over the last three years, CCC has implemented a variety of strategies to improve the quality of its compliance reports, such as:

- o Moved the MIS Coordinator role from IT to Academic and Student Affairs (ASA)/Decision Support to allow for an expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration*
- o Created a compliance calendar to manage compliance report deadlines*
- o Automated error checks on ICCB student data reports*
- o Developed and implemented tools to improve documentation related to compliance reporting*
- o Increased cross functional collaboration on compliance data reporting*

As a result of these strategies, the timeliness of CCC data reports improved somewhat in FY 2017 and significantly in FY 2018. We expect to see continued improvement in the timeliness of submissions moving forward. Additionally, CCC will work to better align the timing of data production for the Fall Enrollment Survey and E1 submission to improve consistency between the two submissions.

Malcolm X College

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 fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Malcolm X College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was finalized nearly two weeks late, the fiscal year 2017 submission was three weeks late, and the fiscal year 2016 and fiscal year 2015 submissions were finalized nearly two months past the reporting deadline. The submissions took between one and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged from about two percent to about twenty percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously

Earned ranged from five percent to eight percent across five years studied. High School Rank was unknown in all records in fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed; fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was 24 days late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Malcolm X College met the reporting deadline in one of the four years reviewed; the fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was nearly one month late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than three percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Malcolm X College met the reporting deadline in two of the three years reviewed; the fiscal year 2016 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Malcolm X College met the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized nearly three months late, the fiscal year 2016 submission was five months late, and the fiscal year 2015 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six. The final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in two of the past five years; the fiscal year 2017 submission was finalized about five weeks late, the fiscal year 2016 submission was three months late and the fiscal year 2015 submission was finalized about two months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to six during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Malcolm X College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late and the fiscal year 2015 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed; there was a discrepancy with the fiscal year 2018 submission (2 records), the fiscal year 2017 submission (82 records) and the fiscal year 2016 submission (38 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Malcolm X College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2018 submission was finalized about five weeks late, and the fiscal year 2017 submission was finalized about five months past the reporting deadline. The final submissions had no critical errors in each

of the five years reviewed. The proportion of records with unknown Age ranged between nearly zero and three percent over the last five years. The proportion of records with unknown Race/Ethnicity ranged between thirteen and thirty-six percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 75 percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2014 submission was finalized one day late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2015 (55.32 percent) and 2014 (60.22 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed; the fiscal year 2016 submission was finalized 18 days late, and the fiscal year 2015 submission was finalized four months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Malcolm X College met the submission deadline in three of the past five years reviewed; the fiscal year 2016 submission was finalized five days late and the fiscal year 2015 submission was finalized 11 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Malcolm X College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Completions Data (A2)**, the **Fall Term Enrollment Data (E1)**, and the **Annual Course Data (AC)** as well as to improve the consistency between the **Fall Enrollment Survey** and the **E1** submission.

College Response:

CCC is committed to providing timely, accurate, and complete data to the ICCB. Over the last three years, CCC has implemented a variety of strategies to improve the quality of its compliance reports, such as:

- o Moved the MIS Coordinator role from IT to Academic and Student Affairs (ASA)/Decision Support to allow for an expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration*
- o Created a compliance calendar to manage compliance report deadlines*
- o Automated error checks on ICCB student data reports*
- o Developed and implemented tools to improve documentation related to compliance reporting*
- o Increased cross functional collaboration on compliance data reporting*

As a result of these strategies, the timeliness of CCC data reports improved somewhat in FY 2017 and significantly in FY 2018. We expect to see continued improvement in the timeliness of submissions moving forward. Additionally, CCC will work to better align the timing of data production for the Fall Enrollment Survey and E1 submission to improve consistency between the two submissions.

Harry S Truman College

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 fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Harry S Truman College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was finalized fifteen days late, the fiscal year 2017 submission was three weeks late, and the fiscal year 2016 and fiscal year 2015 submissions were finalized nearly two months past the reporting deadline. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged from about two percent to ten percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged from about eight percent to fifteen percent across the five years studied. High School Rank was unknown in all records in fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed; fiscal year 2017 submission was finalized eleven days late, the fiscal year 2016 submission was twenty-four days late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Harry S Truman College met the reporting deadline in one of the four years reviewed; the fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was nearly one month late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than four percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Harry S Truman College met the reporting deadline in two of the three years reviewed; the fiscal year 2016 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Harry S Truman College met the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized two and a half months late, the fiscal year 2016 submission was seven months late, and the fiscal year 2015 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to six. The final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in two of the past five years; the fiscal year 2017 submission was finalized about five weeks late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 submission was finalized about two months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to seven during the five fiscal years reviewed. There were no critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Harry S Truman College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late, and the fiscal year 2015 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed; there was a discrepancy with the fiscal year 2018 submission (4 records), the fiscal year 2017 submission (42 records), and the fiscal year 2016 submission (30 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Harry S Truman College's data submissions met the reporting deadline in two of the last five fiscal years; the fiscal year 2018 submission was finalized about five weeks late, the fiscal year 2017 submission was about five months late, and the fiscal year 2015 submission was finalized about two months past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. The proportion of records with unknown Age ranged between one and two percent over the last five years. The proportion of records with unknown Race/Ethnicity ranged between six and twelve percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 31 and 44 percent across the three years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2014 submission was finalized one day late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2015 (50.26 percent) and 2014 (53.08 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed; the fiscal year 2016 submission was finalized eighteen days late and the fiscal year 2015 submission was finalized four months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Harry S Truman College met the submission deadline in three of the past five years reviewed; the fiscal year 2016 submission was finalized five days late and the fiscal year 2015 submission was finalized eleven days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Harry S Truman College met the reporting deadline in all years reviewed for each of the four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Harry S Truman College. Focused efforts are recommended to improve the timeliness of the **Noncredit Course Enrollment Data (N1)**, the **Annual Enrollment and**

Completion Data (A1), the **Annual Student Identification Submission (ID)**, the **Annual Completions Data (A2)**, the **Fall Term Enrollment Data (E1)**, and the **Annual Course Data (AC)** as well as to improve the consistency between the **Fall Enrollment Survey** and the **E1** submission.

College Response:

CCC is committed to providing timely, accurate, and complete data to the ICCB. Over the last three years, CCC has implemented a variety of strategies to improve the quality of its compliance reports, such as:

- o Moved the MIS Coordinator role from IT to Academic and Student Affairs (ASA)/Decision Support to allow for an expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration*
- o Created a compliance calendar to manage compliance report deadlines*
- o Automated error checks on ICCB student data reports*
- o Developed and implemented tools to improve documentation related to compliance reporting*
- o Increased cross functional collaboration on compliance data reporting*

As a result of these strategies, the timeliness of CCC data reports improved somewhat in FY 2017 and significantly in FY 2018. We expect to see continued improvement in the timeliness of submissions moving forward. Additionally, CCC will work to better align the timing of data production for the Fall Enrollment Survey and E1 submission to improve consistency between the two submissions.

Olive-Harvey College

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 fiscal year 2018 submission contained one critical error and this data was verified by college officials as valid and accurate. Olive-Harvey College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was finalized nearly two weeks late, the fiscal year 2017 submission was three weeks late, and the fiscal year 2016 and fiscal year 2015 submissions were finalized nearly two months past the reporting deadline. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged from one percent to twenty-four percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged from four percent to twelve percent across the five years studied. High School Rank was unknown in all records in fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed; the fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was twenty-four days late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Olive-Harvey College met the reporting deadline in one of the four years reviewed; the fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was nearly one month late, and the fiscal year 2015 submission was finalized three weeks past the

reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was good with less than eight percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Olive-Harvey College met the reporting deadline in two of the three years reviewed; the fiscal year 2016 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Olive-Harvey College met the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized nearly three months late, the fiscal year 2016 submission was seven months late, and the fiscal year 2015 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six. The final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error and this data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in two of the past five years; the fiscal year 2017 submission was finalized about five weeks late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 submission was finalized about two months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to six during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Olive-Harvey College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late, and the fiscal year 2015 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in one of the five years reviewed; there was a discrepancy with the fiscal year 2018 submission (one record), the fiscal year 2017 submission (18 records), the fiscal year 2016 submission (30 records), and the fiscal year 2014 submission (one record).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Olive-Harvey College data submissions met the reporting deadline in two of the last five fiscal years; the fiscal year 2018 submission was finalized about five weeks late, the fiscal year 2017 submission was about five months late, and the fiscal year 2016 submission was finalized two days past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. The proportion of records with unknown Age ranged between zero and five percent over the last five years. The proportion of records with unknown Race/Ethnicity ranged between three and six percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 69 and 83 percent across the three years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2016 submission was finalized four days 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 four of the past five fiscal years; the fiscal year 2014 submission was finalized one day late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in one of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in one of the three submissions reviewed: 2014 (60 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed; the fiscal year 2016 submission was finalized 18 days late, and the fiscal year 2015 submission was finalized four months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Olive-Harvey College met the submission deadline in three of the past five years reviewed; the fiscal year 2016 submission was finalized five days late, and the fiscal year 2015 submission was finalized 11 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Olive-Harvey College. Focused efforts are recommended to improve the timeliness of the **Noncredit Course Enrollment Data (N1)**, the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Completions Data (A2)**, the **Fall Term Enrollment Data (E1)**, and the **Annual Course Data (AC)** as well as to improve the consistency between the **Fall Enrollment Survey** and the **E1** submission.

College Response:

CCC is committed to providing timely, accurate, and complete data to the ICCB. Over the last three years, CCC has implemented a variety of strategies to improve the quality of its compliance reports, such as:

- o Moved the MIS Coordinator role from IT to Academic and Student Affairs (ASA)/Decision Support to allow for an expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration*
- o Created a compliance calendar to manage compliance report deadlines*
- o Automated error checks on ICCB student data reports*
- o Developed and implemented tools to improve documentation related to compliance reporting*
- o Increased cross functional collaboration on compliance data reporting*

As a result of these strategies, the timeliness of CCC data reports improved somewhat in FY 2017 and significantly in FY 2018. We expect to see continued improvement in the timeliness of submissions moving forward. Additionally, CCC will work to better align the timing of data production for the Fall Enrollment Survey and E1 submission to improve consistency between the two submissions.

Richard J. Daley College

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 fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Richard J. Daley College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was finalized nearly two weeks late, the fiscal year 2017 submission was three weeks late, and the fiscal year 2016 and fiscal year 2015 submissions were finalized nearly two months past the reporting deadline. The submissions took between one and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged from one percent to thirteen percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged from three percent to eleven percent across the five years studied. High School Rank was unknown in all records in fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed; fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was 23 days late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Richard J. Daley College met the reporting deadline in one of the four years reviewed; the fiscal year 2017 submission was finalized one week late and the fiscal year 2016 and fiscal year 2015 submissions were finalized nearly one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than three percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for

more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Richard J. Daley College met the reporting deadline in two of the three years reviewed; the fiscal year 2016 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Richard J. Daley College met the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized nearly three months late, the fiscal year 2016 submission was seven months late, and the fiscal year 2015 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from two to seven. The final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in one of the past five years; the fiscal year 2017 submission was finalized about five weeks late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 and the fiscal year 2014 submissions were finalized ten weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to seven during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Richard J. Daley College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late and the fiscal year 2015 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in one of the five years reviewed; there was a discrepancy with the fiscal year 2018 submission (one record), the fiscal year 2017 submission (182 records), the fiscal year 2016 submission (69 records), and the fiscal year 2014 submission (71 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Richard J. Daley College's data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2018 submission was finalized about seven weeks late, and the fiscal year 2017 submission was finalized about five months past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. The proportion of records with unknown Age was less than one percent over the last five years. The proportion of records with unknown Race/Ethnicity ranged between six and twelve percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 65 percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2014 submission was finalized one day late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2015

(80.65 percent) and 2014 (55.65 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed; the fiscal year 2016 submission was finalized eighteen days late, and the fiscal year 2015 submission was finalized four months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017 and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Richard J. Daley College met the submission deadline in three of the past five years reviewed; the fiscal year 2016 submission was finalized five days late, and the fiscal year 2015 submission was finalized eleven days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Richard J. Daley College met the reporting deadline in all years reviewed for each of the four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Richard J. Daley College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Completions Data (A2)**, the **Fall Term Enrollment Data (E1)**, and the **Annual Course Data (AC)** as well as to improve the consistency between the **Fall Enrollment Survey** and the **E1** submission.

College Response:

CCC is committed to providing timely, accurate, and complete data to the ICCB. Over the last three years, CCC has implemented a variety of strategies to improve the quality of its compliance reports, such as:

- *Moved the MIS Coordinator role from IT to Academic and Student Affairs (ASA)/Decision Support to allow for an expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration*
- *Created a compliance calendar to manage compliance report deadlines*

- Automated error checks on ICCB student data reports
- Developed and implemented tools to improve documentation related to compliance reporting
- Increased cross functional collaboration on compliance data reporting

As a result of these strategies, the timeliness of CCC data reports improved somewhat in FY 2017 and significantly in FY 2018. We expect to see continued improvement in the timeliness of submissions moving forward. Additionally, CCC will work to better align the timing of data production for the Fall Enrollment Survey and E1 submission to improve consistency between the two submissions.

Wilbur Wright College

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 fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Wilbur Wright College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was finalized nearly two weeks late, the fiscal year 2017 submission was three weeks late, and the fiscal year 2016 and fiscal year 2015 submissions were finalized about two months past the reporting deadline. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged from two percent to eighteen percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged from two percent to eleven percent across the five years studied. High School Rank was unknown in all records in fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed; fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was 24 days late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Wilbur Wright College met the reporting deadline in one of the four years reviewed; the fiscal year 2017 submission was finalized one week late, the fiscal year 2016 submission was nearly one month late, and the fiscal year 2015 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than four percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Wilbur Wright College met the reporting deadline in two of the three years reviewed; the fiscal year 2016 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Wilbur Wright College met

the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized nearly three months late, the fiscal year 2016 submission was seven months late, and the fiscal year 2015 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six. The final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2018 submission contained two critical errors, and the fiscal year 2017 submission contained one critical error, and this data was verified by college officials as valid and accurate. The **Annual Course** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in two of the past five years; the fiscal year 2017 submission was finalized about five weeks late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 submission was finalized about two months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to seven during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Wilbur Wright College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late, and the fiscal year 2015 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in one of the five years reviewed; there was a discrepancy with the fiscal year 2017 submission (51 records), the fiscal year 2016 submission (10 records), the fiscal year 2015 submission (one record), and the fiscal year 2014 submission (one record).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Wilbur Wright College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2018 submission was finalized about five weeks late, and the fiscal year 2017 submission was about five months late. The final submissions had no critical errors in each of the five years reviewed. The proportion of records with unknown Age ranged between one and four percent over the last five years. The proportion of records with unknown Race/Ethnicity ranged between five and eight percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 75 percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2014 submission was finalized one day late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2015 (64.15 percent) and 2014 (51.93 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed; the fiscal year 2016 submission was finalized eighteen days late, and the fiscal year 2015 submission

was finalized four months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Wilbur Wright College met the submission deadline in three of the past five years reviewed; the fiscal year 2016 submission was finalized five days late, and the fiscal year 2015 submission was finalized 11 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

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

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Wilbur Wright College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Completions Data (A2)**, the **Fall Term Enrollment Data (E1)**, and the **Annual Course Data (AC)** as well as to improve the consistency between the **Fall Enrollment Survey** and the **E1** submission.

College Response:

CCC is committed to providing timely, accurate, and complete data to the ICCB. Over the last three years, CCC has implemented a variety of strategies to improve the quality of its compliance reports, such as:

- o Moved the MIS Coordinator role from IT to Academic and Student Affairs (ASA)/Decision Support to allow for an expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration*
- o Created a compliance calendar to manage compliance report deadlines*
- o Automated error checks on ICCB student data reports*
- o Developed and implemented tools to improve documentation related to compliance reporting*
- o Increased cross functional collaboration on compliance data reporting*

As a result of these strategies, the timeliness of CCC data reports improved somewhat in FY 2017 and significantly in FY 2018. We expect to see continued improvement in the timeliness of

submissions moving forward. Additionally, CCC will work to better align the timing of data production for the Fall Enrollment Survey and E1 submission to improve consistency between the two submissions.

Appendix A

Recognition Policy Studies Report Due Dates

Kennedy-King College – 50801

Harold Washington College – 50802

Malcolm X College – 50803

Harry S. Truman College – 50804

Olive-Harvey College – 50805

Richard J. Daley College – 50806

Wilbur Wright College – 50807

Kennedy-King (50801) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	08/24/17	12/20/16	07/15/15	07/07/14	07/09/13
# Submissions to Final	2	2	1	1	2
Timeliness	38 days late	158 days late	on time	on time	on time
Duplicated Head Count	1595	1747	1921	2151	2801
Unduplicated Head Count	927	1080	1149	1178	1405
# Error Codes in Final Submission	4	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	6.65%	4.06%	5.67%	1.58%	6.99%
% Unknown Age in Final Submission no value or .	1.69%	3.78%	5.36%	1.16%	6.78%
% Unknown Age in Final Submission unknown	2.95%	3.78%	13.64%	16.09%	6.03%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%

% Unknown Ethnicity in Final unknown	4.20%	11.33%	7.39%	1.91%	1.54%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	76.99%	71.27%	74.79%

*Due 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year of Data	2017	2016	2015	2014	2013
Final Submission – (08/01)*	08/16/17	09/22/16	09/25/15	09/22/14	08/01/13
# Submissions to Final	2	1	6	4	2
Timeliness	15 days late	21 days late	53 days late	52 days late	on time
Head Count (total incl. 0 hrs enroll.)	5907	7022	8596	10137	10816
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	8	8	11	6	8
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.69%	11.03%	1.61%	1.50%	0.98%
% 0 Cumulative GPA in Final Sub.	35.45%	37.27%	38.53%	38.04%	41.43%
% 0 Cumulative Hours in Final Sub.	31.84%	35.06%	36.10%	38.01%	41.42%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	18.91%	16.35%	4.73%	5.22%	4.35%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	10.34%	13.44%	0.95%	2.14%	1.63%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	7.11%	10.07%	13.93%	9.99%	9.12%

% Unknown HS Rank in Final Sub.**	N/C**	N/C**	100.00%	100.00%	100.00%
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*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)**	08/16/17	09/22/16	09/27/15	09/23/14	N/A*
# Submissions to Final	2	1	2	3	N/A*
Timeliness	on time	7 days late	26 days late	21 days late	N/A*
Record Count (duplicate completions)	945	1190	1726	1388	N/A*
Total Number of Completions from A1	944	1176	1712	1364	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	0	1	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.14%	N/A*
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final unknown	1.48%	1.93%	1.80%	2.88 percent	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	08/14/17	09/22/16	09/24/15	09/23/14	08/23/13
# Submissions to Final	1	1	2	2	1
Timeliness – Data Due	on time	7 days late	23 days late	21 days late	on time

Head Count in Final Submission	5907	7022	8596	10137	10816
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	4	4	4
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/16/15	08/21/14	08/29/13
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness – Data Due	N/C*	N/C*	76 days late	on time	on time
Head Count in Final Submission	N/C*	N/C*	154	135	98
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	0.00%	0.00%

***The SD submission was eliminated in FY17**

****Due 09/02 in FY 15; 09/03 in FY 14**

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	08/16/17	12/09/16	02/01/16	12/19/14	11/06/13
# Submissions to Final	2	1	9	4	1
Timeliness	on time	78 days late	153 days late	32 days late	on time
# Error Codes in Final Submission	1	2	1	1	0
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.02%	0.04%	0.03%	0.02%	0.00%
% Dual Credit in Final	0.86%	1.11%	0.71%	0.16%	0.01%
% Remedial (PCS 14) in Final	5.53%	5.83%	9.63%	11.34%	13.15%

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	11/23/16	01/05/16	12/04/14	10/01/13
# Submissions to Final	1	3	7	4	4
Timeliness	on time	37 days late	96 days late	64 days late	on time
Head Count in Final Submission	3395	3472	3989	5313	5860
Discrepancy between E1 & Survey	0	-11	-20	0	0
# Error Codes in Final Submission	5	5	5	5	4
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	1.76%	2.07%	1.93%	1.20%	0.68%
Current Intent Coverage in Final Sub % coded as unknown	5.89%	12.79%	0.00%	1.11%	2.42%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	98.91%	98.93%	99.27%	99.27%	99.95%

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	10/07/16	10/01/15	10/03/14	10/01/13
Timeliness	on time	4 days late	on time	2 days late	on time
Head Count	3395	3483	4009	5313	5860
Discrepancy between E1 & Survey	0	+11	+20	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/13/17	10/21/16	10/14/15	10/13/14	10/15/13

# Submissions to Final	2	3	1	2	3
Timeliness	on time				
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	9.92%	9.77%	12.16%	12.14%	9.21%
% Unknown Employment Class (8)	0.00%	0.00%	0.00%	0.00%	0.00%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	11/02/15	02/13/15	10/09/13
# Submissions to Final	N/C*	N/C*	4	3	2
Timeliness	N/C*	N/C*	18 days late	121 days late	on time

*** The C2 submission was eliminated in FY 17**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	11/02/16	10/13/15	10/15/14	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	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	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/25/17	11/01/16	10/28/15	11/03/14	12/02/13
Timeliness	on time				

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/08/18	02/10/17	02/12/16	02/13/15	02/18/14
Timeliness	on time	on time	on time	on time	1 day late

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior

**Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	03/01/17	02/03/16	01/27/15	03/04/14
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/01/18	03/01/17	02/03/16	01/27/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/02/17	02/03/16	01/28/15	03/04/14
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/31/18	03/02/17	02/03/16	01/27/15	03/04/14

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

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/14/18	02/08/17	03/11/16	01/30/15	02/20/14
Timeliness	on time				

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/30/15	06/10/14
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness	N/C*	N/C*	on time	on time	11 days late
# Error Codes in Final Submission	N/C*	N/C*	0	2	15
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	24.85%	43.58%
Response Rate (PBIS)	N/C*	N/C*	35.06%	54.44%	51.28%
Met Minimum Response Rate***	N/C*	N/C*	No	Yes	Yes

***The FS submission was eliminated in FY 17**

****Due 5/31 in FY 16; 06/01 in FY 15**

*****50% when N>= 30 & 60% when N<30**

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/12/17	06/20/16	06/26/15	06/16/14
# Submissions to Final	2	2	2	3	4
Timeliness	on time	on time	5 days late	11 days late	on time
# Error Codes in Final Submission	3	1	1	1	1

# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	13.01%	16.33%	15.56%	15.39%	13.44%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	6.30%	7.39%	7.27%	6.01%	6.35%

***Due 06/16 in FY 14**

Harold Washington (50802) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	08/24/17	12/15/16	07/15/15	07/07/14	07/09/13
# Submissions to Final	2	1	1	1	2
Timeliness	38 days late	153 days late	on time	on time	on time
Duplicated Head Count	1041	852	493	1405	2554
Unduplicated Head Count	160	207	234	422	1278
# Error Codes in Final Submission	2	2	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.02%	7.63%	0.20%	0.35%	0.46%
% Unknown Age in Final Submission no value or .	1.06%	7.39%	0.20%	0.36%	0.43%
% Unknown Age in Final Submission unknown	0.00%	2.11%	0.00%	0.00%	0.16%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	7.88%	14.08%	5.88%	13.67%	17.85%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	77.89%	85.34%	67.97%

***Due 07/17 in FY 18**

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	08/14/17	09/22/16	09/24/15	09/30/14	08/01/13
# Submissions to Final	1	1	7	5	2
Timeliness	13 days late	21 days late	52 days late	60 days late	on time
Head Count (total incl. 0 hrs enroll.)	12964	14263	14626	14105	14649
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	4	3	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.37%	21.57%	0.12%	0.03%	0.06%
% 0 Cumulative GPA in Final Sub.	9.43%	8.54%	9.82%	10.73%	11.90%
% 0 Cumulative Hours in Final Sub.	5.83%	7.33%	8.38%	10.73%	11.69%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	21.24%	18.67%	7.79%	10.78%	10.27%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	8.12%	12.52%	2.89%	4.84%	5.52%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	5.82%	10.30%	11.94%	7.03%	2.57%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	100.00%	100.00%	100.00%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013

Final Submission – (09/01)**	08/14/17	09/22/16	09/27/15	09/30/14	N/A*
# Submissions to Final	1	1	2	4	N/A*
Timeliness	on time	7 days late	26 days late	28 days late	N/A*
Record Count (duplicate completions)	1439	1433	1544	1273	N/A*
Total Number of Completions from A1	1439	1433	1540	1264	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	0	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final unknown	2.22%	2.93%	3.30%	2.83%	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	08/14/17	09/22/16	09/25/15	09/23/14	08/23/13
# Submissions to Final	1	1	3	2	1
Timeliness – Data Due	on time	7 days late	24 days late	21 days late	on time
Head Count in Final Submission	12964	14263	14626	14105	14649
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	1	3	3
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/16/15	08/21/14	08/30/13
# Submissions to Final	N/C*	N/C*	2	1	2
Timeliness – Data Due	N/C*	N/C*	76 days late	on time	on time
Head Count in Final Submission	N/C*	N/C*	339	306	263
# Error Codes in Final Submission	N/C*	N/C*	1	0	1
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.29%	0.00%	0.38%

*The SD submission was eliminated in FY17

**Due 09/02 in FY 15; 09/03 in FY 14

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	08/16/17	12/15/16	02/01/16	12/19/14	11/06/13
# Submissions to Final	2	2	5	5	1
Timeliness	on time	84 days late	153 days late	32 days late	on time
# Error Codes in Final Submission	1	2	1	0	1
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.01%	0.01%	0.00%	0.00%	0.00%
% Dual Credit in Final	0.16%	1.27%	0.75%	0.21%	0.06%
% Remedial (PCS 14) in Final	9.39%	11.40%	12.68%	12.67%	12.65%

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	11/23/16	01/05/16	11/14/14	10/01/13
# Submissions to Final	1	3	8	3	4

Timeliness	on time	37 days late	96 days late	44 days late	on time
Head Count in Final Submission	8869	8486	9093	9392	9036
Discrepancy between E1 & Survey	0	+21	-90	0	-1
# Error Codes in Final Submission	4	3	5	4	3
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.75%	0.87%	0.53%	0.40%	0.33%
Current Intent Coverage in Final Sub % coded as unknown	4.89%	10.49%	0.00%	3.97%	4.29%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	99.94%	99.95%	99.90%	100.00%	100.00%

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	10/07/16	10/01/15	10/03/14	10/01/13
Timeliness	on time	4 days late	on time	2 days late	on time
Head Count	8869	8465	9183	9392	9037
Discrepancy between E1 & Survey	0	-21	+90	0	+1

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/13/17	10/11/16	10/14/15	10/13/14	10/15/13
# Submissions to Final	2	2	1	2	3
Timeliness	on time				
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	2.42%	3.98%	3.44%	4.04%	5.00%

% Unknown Employment Class (8)	0.00%	0.00%	0.00%	0.00%	0.00%
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***Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17**

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	11/02/15	02/13/15	10/09/13
# Submissions to Final	N/C*	N/C*	5	5	2
Timeliness	N/C*	N/C*	18 days late	121 days late	on time

*** The C2 submission was eliminated in FY 17**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	11/02/16	10/13/15	10/15/14	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	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	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/25/17	11/01/16	10/28/15	11/03/14	12/02/13
Timeliness	on time				

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/08/18	02/10/17	02/12/16	02/13/15	02/18/14
Timeliness	on time	on time	on time	on time	1 day late

***The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior**

****Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14**

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	03/01/17	02/03/16	01/27/15	03/04/14
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/01/18	03/01/17	02/03/16	01/27/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/02/17	02/03/16	01/28/15	03/04/14
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/31/18	03/02/17	02/03/16	01/27/15	03/04/14
Timeliness	on time				

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

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013

Final Submission Varies See Note*	02/14/18	02/07/17	03/11/16	01/30/15	02/20/14
Timeliness	on time				

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/30/15	06/10/14
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness	N/C*	N/C*	on time	on time	11 days late
# Error Codes in Final Submission	N/C*	N/C*	0	2	10
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	24.59%	39.58%
Response Rate (PBIS)	N/C*	N/C*	23.23%	57.38%	47.92%
Met Minimum Response Rate***	N/C*	N/C*	No	Yes	No

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N \geq 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/12/17	06/20/16	06/26/15	06/16/14
# Submissions to Final	2	2	3	3	4
Timeliness	on time	on time	5 days late	11 days late	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.	1.72%	2.54%	2.05%	2.59%	2.77%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	3.13%	3.51%	3.31%	2.03%	2.38%

*Due 06/16 in FY 14

Malcolm X (50803) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	08/24/17	12/20/16	07/15/15	07/07/14	07/09/13
# Submissions to Final	2	2	1	1	2
Timeliness	38 days late	158 days late	on time	on time	on time
Duplicated Head Count	1801	2032	2131	2328	2745
Unduplicated Head Count	1559	1879	1389	1214	1728
# Error Codes in Final Submission	3	2	1	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.05%	0.54%	0.75%	1.11%	2.00%
% Unknown Age in Final Submission no value or .	0.22%	0.34%	0.75%	1.03%	1.64%
% Unknown Age in Final Submission unknown	0.11%	0.44%	0.47%	0.43%	1.17%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	14.44%	13.14%	29.94%	35.57%	22.81%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	71.61%	75.17%	75.96%

***Due 07/17 in FY 18**

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	08/14/17	09/22/16	09/24/15	09/22/14	08/01/13
# Submissions to Final	1	1	6	4	2
Timeliness	13 days late	21 days late	52 days late	52 days late	on time

Head Count (total incl. 0 hrs enroll.)	10120	9784	9997	11193	11865
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	5	3	2	2
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	1.14%	12.55%	0.64%	0.95%	0.77%
% 0 Cumulative GPA in Final Sub.	28.94%	31.32%	32.71%	38.27%	43.67%
% 0 Cumulative Hours in Final Sub.	26.21%	31.03%	31.50%	38.19%	43.64%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	20.09%	15.21%	5.65%	6.03%	5.72%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	9.45%	13.77%	2.04%	3.47%	4.10%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	5.38%	7.44%	7.80%	5.41%	5.35%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	100.00%	100.00%	100.00%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)**	08/14/17	09/22/16	09/27/15	09/23/14	N/A*
# Submissions to Final	1	1	2	3	N/A*
Timeliness	on time	7 days late	26 days late	21 days late	N/A*
Record Count (duplicate completions)	1451	1185	1589	1079	N/A*
Total Number of Completions from A1	1451	1185	1575	1077	N/A*

More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	1	1	0	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.06%	0.08%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final unknown	2.00%	2.03%	1.89%	2.32%	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	08/14/17	09/22/16	09/25/15	09/23/14	08/23/13
# Submissions to Final	1	1	3	2	1
Timeliness – Data Due	on time	7 days late	24 days late	21 days late	on time
Head Count in Final Submission	10120	9784	9997	11193	11865
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	3	4	4	3
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/16/15	08/21/14	08/29/13
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness – Data Due	N/C*	N/C*	76 days late	on time	on time
Head Count in Final Submission	N/C*	N/C*	144	112	106

# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	0.00%	0.00%

*The SD submission was eliminated in FY17

**Due 09/02 in FY 15; 09/03 in FY 14

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	08/16/17	12/20/16	02/01/16	12/19/14	11/11/13
# Submissions to Final	2	3	6	3	2
Timeliness	on time	89 days late	153 days late	32 days late	on time
# Error Codes in Final Submission	2	0	0	1	0
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.06%	0.00%	0.00%	0.00%	0.00%
% Dual Credit in Final	1.03%	1.09%	0.47%	0.22%	0.17%
% Remedial (PCS 14) in Final	9.57%	10.11%	14.78%	15.85%	16.23%

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	11/23/16	01/05/16	12/05/14	10/01/13
# Submissions to Final	1	3	6	4	4
Timeliness	on time	37 days late	96 days late	65 days late	on time
Head Count in Final Submission	6713	6183	5550	6245	6842
Discrepancy between E1 & Survey	-2	+82	-38	0	0
# Error Codes in Final Submission	4	4	5	4	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.71%	1.32%	0.73%	0.70%	0.64%
Current Intent Coverage in Final Sub % coded as unknown	4.78%	12.50%	0.00%	3.15%	4.11%

Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	99.24%	99.24%	99.33%	99.31%	99.97%

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	10/07/16	10/01/15	10/03/14	10/01/13
Timeliness	on time	4 days late	on time	2 days late	on time
Head Count	6715	6101	5588	6245	6842
Discrepancy between E1 & Survey	+2	-82	+38	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/13/17	10/11/16	10/14/15	10/13/14	10/15/13
# Submissions to Final	2	2	1	2	3
Timeliness	on time				
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	7.74%	11.16%	11.80%	11.03%	9.74%
% Unknown Employment Class (8)	0.00%	0.00%	0.00%	0.00%	0.00%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	11/02/15	02/13/15	10/09/13
# Submissions to Final	N/C*	N/C*	4	3	2
Timeliness	N/C*	N/C*	18 days late	121 days late	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	11/02/16	10/13/15	10/15/14	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	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	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/25/17	11/01/16	10/28/15	11/03/14	12/02/13
Timeliness	on time				

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/08/18	02/10/17	02/12/16	02/13/15	02/18/14
Timeliness	on time	on time	on time	on time	1 day late

***The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior**

****Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14**

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	03/01/17	02/03/16	01/28/15	03/04/14
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
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Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/01/18	03/01/17	02/03/16	01/28/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/02/17	02/03/16	01/28/15	03/04/14
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/31/18	03/02/17	02/03/16	01/28/15	03/04/14
Timeliness	on time				

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

Underrepresented Groups Report

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

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/30/15	06/10/14
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness	N/C*	N/C*	on time	on time	11 days late

# Error Codes in Final Submission	N/C*	N/C*	0	3	19
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	17.44%	50.82%
Response Rate (PBIS)	N/C*	N/C*	42.86%	55.32%	60.22%
Met Minimum Response Rate***	N/C*	N/C*	No	Yes	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N \geq 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/12/17	06/20/16	06/26/15	06/16/14
# Submissions to Final	2	2	2	3	4
Timeliness	on time	on time	5 days late	11 days late	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.	11.27%	13.80%	14.82%	14.97%	14.72%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	6.67%	6.72%	8.32%	7.35%	6.81%

*Due 06/16 in FY 14

Harry S Truman (50804) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	08/24/17	12/20/16	07/15/15	09/19/14	07/09/13
# Submissions to Final	2	2	1	3	2
Timeliness	38 days late	158 days late	on time	66 days late	on time
Duplicated Head Count	436	828	1060	1755	2436
Unduplicated Head Count	295	674	683	1029	1622

# Error Codes in Final Submission	3	1	1	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.06%	1.57%	0.94%	1.48%	0.61%
% Unknown Age in Final Submission no value or .	0.46%	1.57%	0.94%	1.31%	0.53%
% Unknown Age in Final Submission unknown	0.69%	0.12%	0.38%	0.06%	0.12%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	11.70%	7.49%	6.23%	7.58%	9.24%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	31.23%	36.75%	43.64%

*Due 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	08/16/17	09/22/16	09/24/15	09/22/14	08/01/13
# Submissions to Final	2	1	5	4	2
Timeliness	15 days late	21 days late	52 days late	52 days late	on time
Head Count (total incl. 0 hrs enroll.)	14905	16153	17364	19478	20428
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	4	4	3	2
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	3.05%	14.62%	2.06%	3.05%	1.27%
% 0 Cumulative GPA in Final Sub.	62.31%	56.83%	54.12%	55.45%	56.74%
% 0 Cumulative Hours in Final Sub.	60.81%	56.36%	53.47%	55.19%	56.52%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%

% Unknown Entry Intent in Final unknown	9.63%	9.74%	4.65%	5.15%	5.41%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	4.27%	6.79%	1.53%	2.08%	2.83%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	7.54%	9.76%	15.14%	9.88%	7.50%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	100.00%	100.00%	100.00%

***Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16**

****High School Percentile Rank became optional in FY 17**

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)**	08/14/17	09/22/16	09/27/15	09/23/14	N/A*
# Submissions to Final	1	1	2	3	N/A*
Timeliness	on time	7 days late	26 days late	21 days late	N/A*
Record Count (duplicate completions)	871	1308	4362	1636	N/A*
Total Number of Completions from A1	871	1308	4334	1618	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	0	1	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.12%	N/A*
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final unknown	1.95%	3.06%	1.54%	3.42%	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	08/14/17	09/26/16	09/25/15	09/23/14	08/23/13
# Submissions to Final	1	3	2	2	2
Timeliness – Data Due	on time	11 days late	24 days late	21 days late	on time
Head Count in Final Submission	14905	16153	17364	19478	20428
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	2	4	4
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/16/15	08/21/14	08/29/13
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness – Data Due	N/C*	N/C*	76 days late	on time	on time
Head Count in Final Submission	N/C*	N/C*	148	210	191
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	0.00%	0.00%

***The SD submission was eliminated in FY17**

****Due 09/02 in FY 15; 09/03 in FY 14**

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	08/14/17	12/09/16	03/31/16	12/19/14	11/11/13

# Submissions to Final	1	1	6	4	2
Timeliness	on time	78 days late	212 days late	32 days late	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.05%	0.02%	0.03%	0.04%	0.02%
% Dual Credit in Final	0.63%	1.30%	0.97%	0.45%	0.41%
% Remedial (PCS 14) in Final	3.75%	3.58%	4.91%	6.42%	8.06%

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	11/23/16	01/05/16	12/04/14	10/01/13
# Submissions to Final	1	3	7	3	4
Timeliness	on time	37 days late	96 days late	64 days late	on time
Head Count in Final Submission	8186	8998	9467	10601	11800
Discrepancy between E1 & Survey	-4	-42	-30	0	0
# Error Codes in Final Submission	5	4	5	4	4
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	3.71%	3.20%	2.50%	2.17%	3.15%
Current Intent Coverage in Final Sub % coded as unknown	2.76%	5.75%	0.00%	1.05%	1.86%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	99.22%	99.53%	99.70%	99.95%	99.98%

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	10/07/16	10/01/15	10/03/14	10/01/13

Timeliness	on time	4 days late	on time	2 days late	on time
Head Count	8190	9040	9497	10601	11800
Discrepancy between E1 & Survey	+4	+42	+30	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/13/17	10/11/16	10/14/15	10/14/14	10/15/13
# Submissions to Final	2	2	1	3	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	8.89 percent	13.01 percent	10.64 percent	11.08 percent	11.52 percent
% Unknown Employment Class (8)	0.00 percent	0.00 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 Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	11/02/15	02/13/15	10/09/13
# Submissions to Final	N/C*	N/C*	5	3	2
Timeliness	N/C*	N/C*	18 days late	121 days late	on time

*** The C2 submission was eliminated in FY 17**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	11/02/16	10/13/15	10/15/14	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	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	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/25/17	11/01/16	10/28/15	11/03/14	12/02/13
Timeliness	on time				

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/08/18	02/10/17	02/12/16	02/13/15	02/18/14
Timeliness	on time	on time	on time	on time	1 day late

***The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior**

****Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14**

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	03/01/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/01/18	03/01/17	02/03/16	01/28/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/02/17	02/03/16	01/28/15	03/04/14
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/31/18	03/02/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Underrepresented Groups Report

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

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/30/15	06/10/14
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness	N/C*	N/C*	on time	on time	11 days late
# Error Codes in Final Submission	N/C*	N/C*	0	3	17
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	13.61 percent	28.07 percent
Response Rate (PBIS)	N/C*	N/C*	36.76 percent	50.26 percent	53.08 percent

Met Minimum Response Rate***	N/C*	N/C*	No	Yes	Yes
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*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N \geq 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/12/17	06/20/16	06/26/15	06/16/14
# Submissions to Final	2	2	3	3	4
Timeliness	on time	on time	5 days late	11 days late	on time
# Error Codes in Final Submission	2	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	21.02%	24.60%	24.43%	25.12%	22.33%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	5.34%	6.21%	7.10%	6.23%	6.94%

*Due 06/16 in FY 14

Olive-Harvey (50805) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	08/24/17	12/15/16	07/17/15	07/07/14	07/09/13
# Submissions to Final	2	1	2	1	2
Timeliness	38 days late	153 days late	2 days late	on time	on time
Duplicated Head Count	690	1448	2320	2402	2004
Unduplicated Head Count	549	1127	1715	1870	1621
# Error Codes in Final Submission	1	2	2	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.14%	0.28%	0.22%	0.20%	0.04%
% Unknown Age in Final Submission no value or .	0.00%	0.07%	0.13%	0.08%	0.05%

% Unknown Age in Final Submission unknown	0.00%	0.35%	0.09%	0.12%	5.04%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	4.35%	6.01%	6.08%	6.41%	3.39%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	68.53%	83.01%	77.64%

***Due 07/17 in FY 18**

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	08/14/17	09/22/16	09/24/15	09/22/14	08/01/13
# Submissions to Final	1	1	5	4	2
Timeliness	13 days late	21 days late	52 days late	52 days late	on time
Head Count (total incl. 0 hrs enroll.)	5604	7765	9599	11741	10641
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	4	3	2	2
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	1.57%	12.89%	1.02%	0.98%	0.50%
% 0 Cumulative GPA in Final Sub.	42.20%	37.54%	44.30%	43.95%	43.29%
% 0 Cumulative Hours in Final Sub.	39.40%	34.37%	41.07%	42.50%	42.09%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	23.64%	22.38%	10.53%	7.99%	6.97%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	17.68%	19.63%	1.21%	6.61%	3.13%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%

% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	5.92%	7.30%	11.75%	6.58%	3.70%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	100.00%	100.00%	100.00%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year of Data	2017	2016	2015	2014	2013
Final Submission – (09/01)**	08/14/17	09/22/16	09/27/15	09/23/14	N/A*
# Submissions to Final	1	1	2	3	N/A*
Timeliness	on time	7 days late	26 days late	21 days late	N/A*
Record Count (duplicate completions)	1030	2312	3578	3638	N/A*
Total Number of Completions from A1	1030	2312	3541	3624	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	1	1	0	1	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.09%	0.17%	0.00%	0.16%	N/A*
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final unknown	5.63%	5.84%	6.20%	7.09%	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year of Data	2017	2016	2015	2014	2013
Final Submission (09/01)*	08/16/17	09/22/16	09/25/15	09/23/14	08/23/13

# Submissions to Final	2	1	3	2	1
Timeliness – Data Due	on time	7 days late	24 days late	21 days late	on time
Head Count in Final Submission	5604	7765	9599	11741	10641
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	4	4	4
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/16/15	08/21/14	08/29/13
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness – Data Due	N/C*	N/C*	76 days late	on time	on time
Head Count in Final Submission	N/C*	N/C*	151	166	153
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent

***The SD submission was eliminated in FY17**

****Due 09/02 in FY 15; 09/03 in FY 14**

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	08/16/17	12/15/16	03/31/16	12/19/14	11/11/13
# Submissions to Final	2	2	6	4	2
Timeliness	on time	84 days late	212 days late	32 days late	on time
# Error Codes in Final Submission	2	1	1	1	1
# Critical Errors in Final Submission	1	0	0	0	0

% Records with Errors in Final Sub.	0.10%	0.04%	0.00%	0.03%	0.00%
% Dual Credit in Final	2.95%	1.50%	1.01%	0.73%	0.00%
% Remedial (PCS 14) in Final	5.68%	4.84%	8.81%	11.94%	12.35%

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	11/23/16	01/05/16	12/09/14	10/01/13
# Submissions to Final	1	3	6	5	4
Timeliness	on time	37 days late	96 days late	69 days late	on time
Head Count in Final Submission	2882	2979	3465	4572	5298
Discrepancy between E1 & Survey	-1	-18	-30	0	-1
# Error Codes in Final Submission	3	4	5	4	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.42%	1.61%	1.32%	0.98%	0.84%
Current Intent Coverage in Final Sub % coded as unknown	7.39%	13.36%	0.00%	3.92%	4.45%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	97.85%	98.99%	99.31%	99.74%	99.96%

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	10/07/16	10/01/15	10/03/14	10/01/13
Timeliness	on time	4 days late	on time	2 days late	on time
Head Count	2883	2997	3495	4572	5299
Discrepancy between E1 & Survey	+1	+18	+30	0	+1

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/13/17	10/11/16	10/14/15	10/13/14	10/15/13
# Submissions to Final	2	2	1	2	3
Timeliness	on time				
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	6.89%	7.69%	7.62%	7.80%	10.69%
% Unknown Employment Class (8)	0.00%	0.00%	0.00%	0.00%	0.00%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	11/02/15	02/13/15	10/09/13
# Submissions to Final	N/C*	N/C*	4	3	2
Timeliness	N/C*	N/C*	18 days late	121 days late	on time

*** The C2 submission was eliminated in FY 17**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	11/02/16	10/13/15	10/15/14	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	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	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/27/17	11/01/16	11/06/15	11/03/14	12/02/13

Timeliness	on time	on time	4 days late	on time	on time
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***Due 11/02 in FY 16; 11/03 in FY 15; 12/02 in FY 14**

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/08/18	02/10/17	02/12/16	02/13/15	02/18/14
Timeliness	on time	on time	on time	on time	1 day late

***The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior**

****Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14**

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	03/01/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/01/18	03/01/17	02/04/16	01/28/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/02/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/31/18	03/02/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Underrepresented Groups Report

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

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	06/02/15	06/10/14
# Submissions to Final	N/C*	N/C*	1	3	3
Timeliness	N/C*	N/C*	on time	1 day late	11 days late
# Error Codes in Final Submission	N/C*	N/C*	0	4	11
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	12.63%	44.00%
Response Rate (PBIS)	N/C*	N/C*	17.65%	14.93%	60.00%
Met Minimum Response Rate***	N/C*	N/C*	No	No	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/12/17	06/20/16	06/26/15	06/16/14

# Submissions to Final	2	2	2	4	4
Timeliness	on time	on time	5 days late	11 days late	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.	11.54%	14.28%	12.09%	13.26%	10.36%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	6.60%	7.25%	7.56%	5.38%	4.84%

***Due 06/16 in FY 14**

Richard J. Daley (50806) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	09/05/17	12/20/16	07/15/15	07/09/14	07/09/13
# Submissions to Final	3	2	1	2	2
Timeliness	50 days late	158 days late	on time	on time	on time
Duplicated Head Count	4522	5038	6161	9158	12339
Unduplicated Head Count	2155	2335	2996	3544	3962
# Error Codes in Final Submission	3	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.08%	1.29%	1.06%	0.57%	0.55%
% Unknown Age in Final Submission no value or .	0.86%	0.79%	0.68%	0.35%	0.41%
% Unknown Age in Final Submission unknown	0.69%	0.85%	0.34%	0.13%	0.09%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	5.93%	6.29%	7.95%	8.17%	12.21%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00%	0.00%	0.00%

% Unknown Highest Degree in Final unknown**	N/C**	N/C**	60.93%	68.39%	67.88%
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*Due 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	08/14/17	09/22/16	10/01/15	09/23/14	08/01/13
# Submissions to Final	1	1	6	5	2
Timeliness	13 days late	21 days late	59 days late	53 days late	on time
Head Count (total incl. 0 hrs enroll.)	12781	14512	15310	15838	15707
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	5	3	2	2
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	1.69%	13.18%	0.77%	1.17%	0.51%
% 0 Cumulative GPA in Final Sub.	54.64%	52.85%	55.09%	56.65%	56.90%
% 0 Cumulative Hours in Final Sub.	53.26%	52.77%	54.89%	56.64%	56.87%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	13.32%	11.09%	3.95%	4.69%	5.28%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	7.89%	8.18%	0.50%	1.34%	2.18%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	8.94%	10.15%	10.50%	6.18%	3.34%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	100.00%	100.00%	100.00%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)**	08/14/17	09/22/16	09/28/15	09/30/14	N/A*
# Submissions to Final	1	1	3	4	N/A*
Timeliness	on time	7 days late	27 days late	28 days late	N/A*
Record Count (duplicate completions)	1354	1559	3733	1965	N/A*
Total Number of Completions from A1	1353	1554	3699	1948	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	1	1	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00%	0.06%	0.02%	0.00%	N/A*
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final unknown	0.89%	2.44%	1.13%	2.60%	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	08/14/17	09/22/16	09/24/15	09/23/14	08/23/13
# Submissions to Final	1	1	2	2	1
Timeliness – Data Due	on time	7 days late	23 days late	21 days late	on time
Head Count in Final Submission	12781	14512	15310	15838	15707
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	4	4	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/16/15	08/21/14	08/30/13
# Submissions to Final	N/C*	N/C*	2	1	2
Timeliness – Data Due	N/C*	N/C*	76 days late	on time	on time
Head Count in Final Submission	N/C*	N/C*	103	119	124
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent

***The SD submission was eliminated in FY17**

****Due 09/02 in FY 15; 09/03 in FY 14**

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	08/16/17	12/20/16	03/31/16	12/19/14	11/11/13
# Submissions to Final	2	3	7	5	2
Timeliness	on time	89 days late	212 days late	32 days late	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.01%	0.01%	0.01%	0.01%	0.01%
% Dual Credit in Final	2.55%	2.31%	1.17%	0.57%	0.33%
% Remedial (PCS 14) in Final	6.23%	6.80%	8.04%	9.97%	11.72%

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	11/23/16	01/05/16	12/10/14	12/09/13
# Submissions to Final	1	3	7	4	6
Timeliness	on time	37 days late	96 days late	70 days late	69 days late
Head Count in Final Submission	7182	7407	8365	8914	9384
Discrepancy between E1 & Survey	-1	+182	-69	0	+71
# Error Codes in Final Submission	5	5	5	4	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.07%	2.06%	1.26%	0.29%	0.41%
Current Intent Coverage in Final Sub % coded as unknown	5.32%	11.31%	0.00%	0.86%	1.45%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	99.61%	99.59%	99.46%	99.87%	99.99%

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	10/07/16	10/01/15	10/03/14	10/01/13
Timeliness	on time	4 days late	on time	2 days late	on time
Head Count	7183	7225	8434	8914	9313
Discrepancy between E1 & Survey	+1	-182	+69	0	-71

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/13/17	10/11/16	10/14/15	10/14/14	10/15/13
# Submissions to Final	2	2	1	3	3
Timeliness	on time				

# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	9.66%	11.63%	11.09%	9.76%	10.46%
% Unknown Employment Class (8)	0.00%	0.00%	0.00%	0.00%	0.00%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	11/02/15	02/13/15	10/09/13
# Submissions to Final	N/C*	N/C*	4	3	3
Timeliness	N/C*	N/C*	18 days late	121 days late	on time

*** The C2 submission was eliminated in FY 17**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	11/02/16	10/13/15	10/15/14	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	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	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/25/17	11/01/16	10/28/15	11/03/14	12/02/13
Timeliness	on time				

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014

Final Submission (02/15)*	02/08/18	02/10/17	02/12/16	02/13/15	02/18/14
Timeliness	on time	on time	on time	on time	1 day late

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior

**Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	03/01/17	02/04/16	01/27/15	03/04/14
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/01/18	03/01/17	02/02/16	01/27/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/02/17	02/02/16	01/27/15	03/04/14
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/31/18	03/02/17	02/02/16	01/27/15	03/04/14
Timeliness	on time				

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

Underrepresented Groups Report

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

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/30/15	06/10/14
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness	N/C*	N/C*	on time	on time	11 days late
# Error Codes in Final Submission	N/C*	N/C*	0	2	15
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	41.39%	42.74%
Response Rate (PBIS)	N/C*	N/C*	23.75%	80.65%	55.65%
Met Minimum Response Rate***	N/C*	N/C*	No	Yes	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N \geq 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/12/17	06/20/16	06/26/15	06/16/14
# Submissions to Final	2	2	2	3	4
Timeliness	on time	on time	5 days late	11 days late	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.	20.39%	21.22%	20.92%	21.09%	19.25%

% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	3.57%	3.51%	3.67%	2.12%	1.87%

***Due 06/16 in FY 14**

Wilbur Wright (50807) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	08/24/17	12/20/16	07/15/15	07/09/14	07/09/13
# Submissions to Final	2	2	1	2	2
Timeliness	38 days late	158 days late	on time	on time	on time
Duplicated Head Count	4165	4400	5650	7929	8883
Unduplicated Head Count	1977	2194	3169	3912	4441
# Error Codes in Final Submission	4	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	4.18%	3.50%	4.14%	2.28%	0.79%
% Unknown Age in Final Submission no value or .	2.76%	2.73%	3.75%	1.53%	0.36%
% Unknown Age in Final Submission unknown	0.91%	0.95%	0.19%	0.54%	0.29%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	5.38%	6.70%	5.42%	7.93%	8.41%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	76.34%	78.27%	77.41%

***Due 07/17 in FY 18**

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
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Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	08/14/17	09/22/16	09/24/15	09/30/14	08/01/13
# Submissions to Final	1	1	5	5	2
Timeliness	13 days late	21 days late	52 days late	60 days late	on time
Head Count (total incl. 0 hrs enroll.)	16675	17473	19183	19447	19753
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	8	4	3	2	2
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	1.78%	15.48%	1.89%	0.94%	0.78%
% 0 Cumulative GPA in Final Sub.	37.31%	33.71%	35.00%	37.46%	40.72%
% 0 Cumulative Hours in Final Sub.	35.35%	33.59%	35.52%	37.38%	40.63%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	17.65%	15.45%	8.40%	10.37%	9.92%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	7.49%	11.89%	1.62%	4.43%	4.34%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	6.04%	7.97%	10.61%	5.25%	1.92%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	100.00%	100.00%	100.00%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)**	08/14/17	09/22/16	09/27/15	09/23/14	N/A*
# Submissions to Final	1	1	2	3	N/A*

Timeliness	on time	7 days late	26 days late	21 days late	N/A*
Record Count (duplicate completions)	1382	1661	3854	1952	N/A*
Total Number of Completions from A1	1381	1659	3821	1936	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	1	0	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00%	0.06%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	N/A*
% Unknown Ethnicity in Final unknown	1.66%	3.19%	1.14%	1.38%	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	08/14/17	09/22/16	09/25/15	09/23/14	08/23/13
# Submissions to Final	1	1	3	2	2
Timeliness – Data Due	on time	7 days late	24 days late	21 days late	on time
Head Count in Final Submission	16675	17473	19183	19447	19753
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	4	4	4
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013

Final Submission (09/01)**	N/C*	N/C*	11/16/15	08/21/14	08/29/13
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness – Data Due	N/C*	N/C*	76 days late	on time	on time
Head Count in Final Submission	N/C*	N/C*	246	239	142
# Error Codes in Final Submission	N/C*	N/C*	1	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.40%	0.00%	0.00%

*The SD submission was eliminated in FY17

**Due 09/02 in FY 15; 09/03 in FY 14

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	08/16/17	12/20/16	03/31/16	12/19/14	11/11/13
# Submissions to Final	2	3	6	5	2
Timeliness	on time	89 days late	212 days late	32 days late	on time
# Error Codes in Final Submission	2	2	1	1	0
# Critical Errors in Final Submission	2	1	0	0	0
% Records with Errors in Final Sub.	0.01%	0.04%	0.02%	0.01%	0.00%
% Dual Credit in Final	1.04%	1.47%	0.79%	0.21%	0.05%
% Remedial (PCS 14) in Final	4.96%	5.72%	9.93%	10.41%	10.85%

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	11/23/16	01/05/16	12/04/14	10/01/13
# Submissions to Final	1	2	7	4	4
Timeliness	on time	37 days late	96 days late	64 days late	on time
Head Count in Final Submission	10227	10155	10770	12146	12640
Discrepancy between E1 & Survey	0	-51	-10	-1	-1

# Error Codes in Final Submission	3	4	5	4	3
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.56%	1.58%	1.26%	1.01%	0.71%
Current Intent Coverage in Final Sub % coded as unknown	4.44%	10.76%	0.00%	2.70%	4.13%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	99.90%	99.84%	99.78%	99.88%	99.99%

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	09/29/17	10/07/16	10/01/15	10/03/14	10/01/13
Timeliness	on time	4 days late	on time	2 days late	on time
Head Count	10227	10206	10780	12147	12641
Discrepancy between E1 & Survey	0	+51	+10	+1	+1

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/13/17	10/11/16	10/14/15	10/13/14	10/15/13
# Submissions to Final	2	2	1	2	4
Timeliness	on time				
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	7.28%	8.12%	8.38%	7.12%	9.13%
% Unknown Employment Class (8)	0.00%	0.00%	0.00%	0.00%	0.00%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	11/02/15	02/13/15	10/15/13
# Submissions to Final	N/C*	N/C*	4	3	3
Timeliness	N/C*	N/C*	18 days late	121 days late	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	11/02/16	10/13/15	10/15/14	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	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	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/25/17	11/01/16	10/28/15	11/03/14	12/02/13
Timeliness	on time				

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/08/18	02/10/17	02/12/16	02/13/15	02/18/14
Timeliness	on time	on time	on time	on time	1 day late

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior

**Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013

Final Submission Varies See Note*	02/01/18	03/01/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/01/18	03/01/17	02/03/16	01/28/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/02/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/31/18	03/02/17	02/03/16	01/28/15	03/05/14
Timeliness	on time				

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

Underrepresented Groups Report

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

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/30/15	06/10/14
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness	N/C*	N/C*	on time	on time	11 days late
# Error Codes in Final Submission	N/C*	N/C*	0	2	19
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	33.96%	35.90%
Response Rate (PBIS)	N/C*	N/C*	41.61%	64.15%	51.93%
Met Minimum Response Rate***	N/C*	N/C*	No	Yes	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

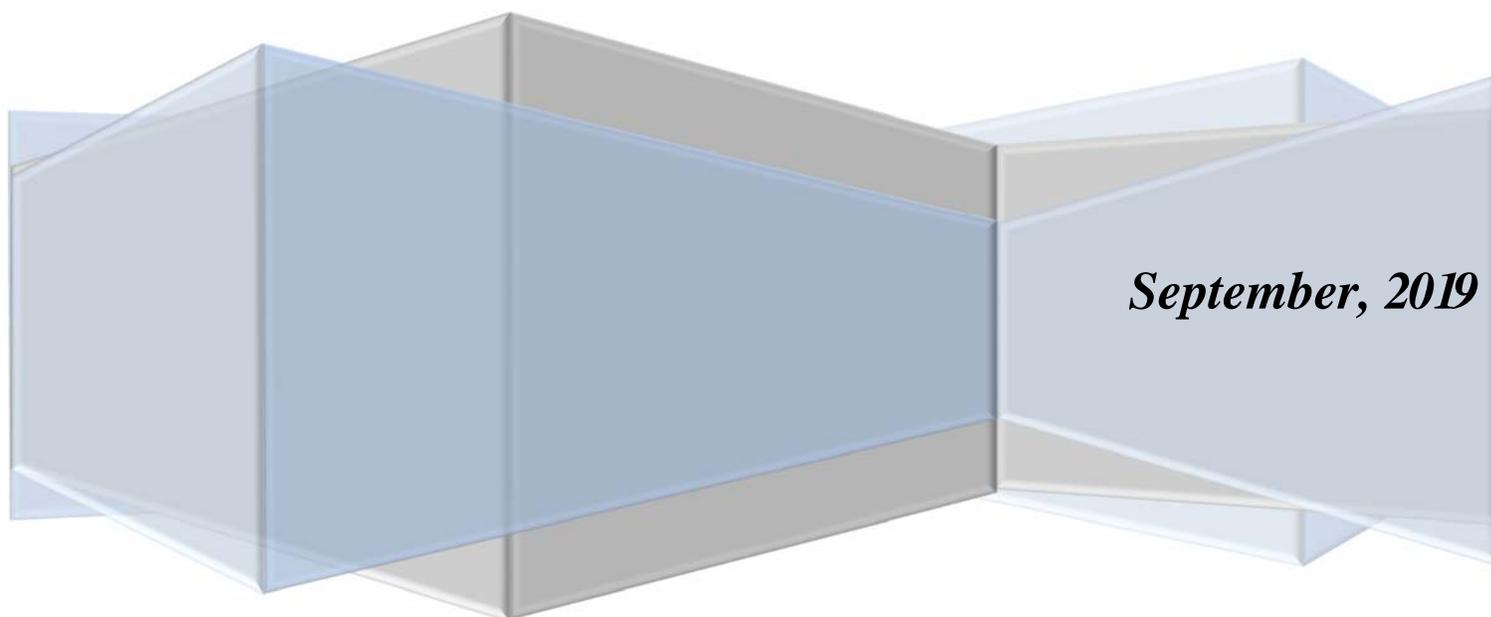
Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/12/17	06/20/16	06/26/15	06/16/14
# Submissions to Final	2	2	3	3	4
Timeliness	on time	on time	5 days late	11 days late	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	13.58%	16.25%	17.48%	16.45%	17.26%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	4.06%	4.52%	4.48%	3.52%	2.80%

*Due 06/16 in FY 14



RECOGNITION REPORT

HARPER COLLEGE



Illinois Community College Board

RECOGNITION REPORT
FOR
HARPER COLLEGE
September, 2019

INTRODUCTION

During fiscal year 2019 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Harper College, District 512. 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 Harper 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 Harper College’s 2018-2019 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 Administrative Rule 23 Ill. Adm. Code 1501.302 a)3)A)i).

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

Compliance Recommendation: None.

2. Articulation

Harper College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.)—Art and Music options, 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 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

According to Harper College, all units of instruction are evaluated and approved through the Curriculum Committee, including one offered off-site. Once approved, and with the signature of the Associate Provost, courses and programs are submitted to ICCB. Harper does offer dual credit at all its district high schools and maintains a procedure manual for the process. The Human Resources Office maintains transcripts for all full-time, part-time and dual credit faculty and provides for a holistic process of evaluation.

Compliance Recommendation: None

4. Curriculum

4a) A comparison between Harper 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 Administrative Rules 23 Ill. Adm. Code 1501.302, all career and technical education (CTE) 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 Harper College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules 23 Ill. Adm. Code 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. 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 2017 and 2018, 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 Harper College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors

During fiscal years 2017 through 2018, it was reported that 97 instructors taught transfer (1.1) dual credit courses. The review concluded that all recorded instructors held the appropriate credentials to teach transfer courses. It was reported that 86 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, two did not have the appropriate credentials.

Students

After a review of the college self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found.

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: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Harper 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 CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: Harper College has a systemic process for reviewing and validating credentials of dual credit faculty. Upon request of a dual credit course, the partner high schools submit credentials to the College which are reviewed by and approved by the College faculty and administration. Those credentials are collected and maintained by the College. This process will be reinforced and continued to maintain our careful review of credentials and compliance with rules and regulations.

As dual credit offerings have expanded, the College developed professional development

opportunities created and taught by Harper College faculty to address gaps in the credentialing needs of dual credit faculty. For example, the Health Careers Division offered a full day professional development workshop that was created and taught by faculty at the College. The purpose of the workshop was to provide dual credit faculty who did not meet the full complement of clinical experience hours with professional development that would address and meet the credentialing needs for the course. Moving forward, the College will not use dual credit faculty who do not meet the ICCB standard of 2,000 hours of work experience and the appropriate recognizable credential.

6. Assessment Plans

Harper College has a systematic, college-wide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. The college indicated the Outcomes Assessment Office supported the program-level assessment process and that during the most recent cycle, all academic programs participated in program-level assessment. Transfer degree assessment is conducted via general education outcomes assessment across the curriculum. It has five General Education Learning Outcomes which are measured on a five-year cycle with at least one area assessed each year. The college indicated that it regularly uses the data from assessment of student learning for improving curriculum and teacher and student learning.

The college reported that it frequently evaluates its placement policy, particularly through its Testing and Placement Shared Governance committee. As a result of data driven analysis and decisions, the college fully implemented ALEKS for math placement. In addition, the college also implemented a home-grown, faculty grown placement essay and use of high school GPA for placement in English courses. Both measures have shown improvements in English course outcomes. The college is also working to align institution placement policy with the statewide placement recommendations.

Compliance Recommendation: None.

7. Student Evaluation

Harper College has a well-defined system for evaluating and recording student performance in courses and programs. Harper requires that all faculty submit final grades into the electronic system at the conclusion of the class. The Office of the Registrar retains all grades permanently. Further, Harper has a policy requiring faculty to retain all student graded material that is not returned to the student for a period of one year. Grade books must be retained for a period of five years. The college has Board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

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

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested full- and part-time faculty who taught in the academic years 2017–2018. The ICCB review of the faculty transcripts provided by the college showed that two faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The college provided opportunities for faculty development on campus, including through the Academy for Teacher Excellence which is led by a dean and fully staffed by ten employees. The college also provided for professional education opportunities including graduate courses in educational pedagogy, peer review for online courses, short-term and semester-long course with fellowships made available to full-time and adjunct faculty, and a week-long orientation at the beginning of both the fall and spring semesters for both full-time and adjunct faculty.

Five courses were requested in the audit but were not taught during the academic year indicated. As a follow up, the date of the last time the course was taught was requested. All courses were last taught within the Recognition Cycle.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Harper College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

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

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

College Response: Harper College carefully reviews and evaluates all faculty credentials to comply with all rules and regulations. On rare occasions, circumstances may seem to suggest that faculty do not meet the required credentials; however, the College is confident that classroom instruction is performed by credentialed faculty. The following offers a brief explanation of the circumstances of the two faculty in the recognition report:

- 1. A faculty member earned a credential at an international university. The credentials on file indicate degree program, but do not reflect the same level of detail as domestic transcripts. This has been addressed by a College process requiring formal review of all international credentials by a recognized credentialing evaluation service (see response to advisory recommendation below).*
- 2. A faculty member was cited for not having the proper credential to teach a course, but the course in question was a study abroad course and the faculty member in question was the study abroad coordinator. The faculty member who serves as the study abroad coordinator is listed as instructor of record for all courses offered through our international education consortium. While the study abroad coordinator serves as the faculty of record, the course is actually taught abroad by a credentialed faculty member at an international university. We will modify this practice to ensure that the faculty member of record holds the proper credential.*

Advisory Recommendation: The ICCB noted that one faculty member provided documentation that references completion of exams to confer a master's degree in the area being taught. However, the documentation had hand-written elements on the certifications. As part of the documentation process for faculty with international credentials, it is recommended that the college maintain a

formal transcript analysis/translation of the courses that are a part of the degree.

College Response: The College has a practice for documenting international credentials. All employment applicants with international academic credentials are required to provide an evaluation of academic credit and equivalent United States credentials and degree status where a position requires a specific academic degree or credential. The evaluation must be provided by a recognized credential evaluation service. These evaluations are collected and retained as part of the faculty's official file in human resources. To further enhance evidence of our review, this practice will be documented in our Human Resources procedures.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following item of the college was reviewed: the college's course catalog. Harper 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.

It is unclear if the college participates in any additional inter-district cooperative agreements with community college districts, as the college did not provide a list of existing cooperative agreements.

Compliance Recommendation: None.

Advisory Recommendation: Pursuant to article 19 of the CAREER Agreement, of which Harper College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should remove this language from their course catalog and any other place it may be.

College Response: All language regarding chargebacks will be removed from the next publication of the catalog, to occur in spring 2020.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Harper College's Academic Calendar includes at least 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the college does not have a policy in place to ensure that the 75-day requirement is met.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303 e)6, the college must create a plan and incorporate it into the appropriate policies and procedures.

College Response: Harper College exceeds the ICCB requirement of 75 days of instruction during the fall and spring semesters. The College's academic calendar includes 16 weeks of instruction and an additional week for final exams. This schedule provides for more than 75 days of instruction during the fall and spring semesters, ensuring the requirement is met in the event of an emergency closing. The College will document this practice in an academic calendar procedure document.

11. Program Review/Results

After reviewing Harper 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. The college includes student and academic support services and administrative functions in their review cycle. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. The college also utilizes extensive data from their Institutional Research department to inform their evaluation. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendations: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Campus advising hours are 8:00 a.m. – 7:00 p.m. Mondays through Thursdays and 8:00 a.m. – 4:30 p.m. on Fridays with appointments available upon request. According to administration, advisors frequently work with students to accommodate appointments. The college has recently implemented a new case management academic advising model. All credential-seeking new students are assigned an academic advisor upon entry. That advisor stays with the student from start to finish, working with the student to develop a comprehensive semester-by-semester academic plan, providing the student with timely tips and reminders, and assisting the student in navigating the college network.

In addition to academic advising, master's-level professionals provide career, personal, and academic counseling for students. An electronic system has been put in place for counselors to easily receive student referrals from the academic advisors and student referrals can also be received from faculty or others on campus.

Compliance Recommendation: None.

Part B. Financial Aid

The Office of Student Financial Assistance (OSFA) provides students with information about, and access to, available financial support. The office hours are listed as 8:00 a.m. – 7:00 p.m. Mondays through Thursdays and 8:00 a.m. – 4:30 p.m. on Fridays with appointments available upon request. The Office of Student Financial Assistance provides students with information and essential services. Students receive information and assistance with FAFSA submission, award notification, and reminders on missing documents. Veterans receive targeted information pertinent to their needs. Approximately 40 percent of Harper students receive grants, scholarships, campus employment, or other institutional resources to help with educational expenses. The OSFA staff develop and implement an integrated 27-month communications plan each academic year. This plan is designed to continuously reach out to prospective and current students during key communication points during the financial aid cycle.

Compliance Recommendation: None.

Part C: Placement

The Job Placement Resource Center provides wrap-around career advising, which includes career exploration support, internship assistance, job search and educational planning, resume writing, and interview preparation. Students can meet with department personnel for one-on-one appointments and walk-in hours are available every business day. Employers have on campus recruiting options, as well as small, industry-specific job fairs that are held throughout the year. Employers can post their job opportunities and have access to student resumes on Hire a Hawk.

Compliance Recommendation: None.

Part D: Support Services

The college created a Hispanic Enrollment Management Taskforce in 2017 and began working on the implementation of various services. These efforts include developing programming for Hispanic/Latino families/guardians, increasing the number of Hispanic/Latino students who place into college-level courses, and increasing the number of Hispanic/Latino students who apply for financial aid. The Rita and John Canning Women's Program provides educational planning and financial support for low-income individuals who also meet one or more of the following criteria: a displaced homemaker, a woman who has experienced domestic violence, a single parent, a non-traditional career seeker, or a woman with limited English skills.

The college, in conjunction with the Harper College Educational Foundation, has raised millions to establish the Harper College Promise Scholarship Program. Under this program, every eligible public high school student in Harper's District can earn up to two years of tuition at Harper College if they maintain substantial grades, have excellent attendance, do not repeat classes, graduate on time, and provide service to their community.

Access and Disability Services provides students with legally mandated accommodations and other 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. In partnership with the nonprofit organization One Million Degrees, the college provides wrap-around services (academic advising, tutoring, coaching, financial support, and success workshops) for low-income, highly motivated students, many of whom are first-generation or are racially/ethnically diverse. The Center for Student Veterans and Military-Connected Students that provides resources to veterans and active-duty students, spouses, and dependents. The Center employs a part-time coordinator.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in early June 2019. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of courses (EMS) that did not comply with 110 ILCS 805/2-16.02 which

states the district must have 50 percent of the cost of a program to submit a course for state grants. The district must resubmit the fiscal year 2019 SU/SR to reclassify those courses, placing them on the SR.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02 Harper College must resubmit all fiscal year 2019 SU/SR claims after removing the unallowable EMS courses.

College Response: The FY19 SUSR claim was resubmitted after removing the unallowable EMS courses. The revised submission was submitted to ICCB prior to receiving this document and was finalized by ICCB on July 11, 2019.

Student Residency

Based on the review of residency records, the district properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

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

Compliance Recommendation: None.

3. Financial Planning

The College has maintained a AAA Moody's rating since 2001 and its operating fund balances have been in the 40 to 50 percent range over the last five years, which is about average for their peer group and within Board policy. The College maintains minimal operating debt and the capital debt is funded through property taxes. Annually the college prepares the College Plan which integrates their Planning and Accountability, Strategic Plan/Mission, and Operational Plan with their financial plan that includes forecasting and long-range planning. The Facilities Master Plan is also a key component of the annual College Plan, integrating it into the strategic planning process and overall mission of the college. The master plan was last updated in 2016. Target budgets are built for each department and they allocate available resources within their respective target budget. Any deviations from target budget must be explained and approved. Every department is accountable for performing within their budget. The Board receives financial reports every month as part of their Board meetings. They also periodically ask financial questions and receive answers throughout the year.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Facility Data Records (ICCB F3, F6, B3, R3 records)

Based on ICCB staff review of the facilities data submissions, the fiscal years 2014 through 2018 submissions were generally made in a timely or accurate manner.

Compliance Recommendation: None.

Square footage of planned construction and owned land

The fiscal years 2014 through 2018 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project status reports

The fiscal years 2014 to 2018 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

The fiscal years 2013 through 2017 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements The latest five years of Illinois Community College Board (ICCB) data submissions by Harper College were reviewed—generally this includes fiscal years 2015-2019 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 12 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Harper College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Harper College officials have met ICCB deadlines for many submissions. Overall, Harper 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 fiscal year 2019 submission contained one critical error, and this data was verified by college officials as valid and accurate. Harper College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2018 submission was finalized more than three weeks late, the fiscal year 2017 submission was two weeks late, the fiscal year 2016 submission was five and a half weeks late, and the fiscal year 2015 submission was finalized four days past the reporting deadline. The submissions took between two 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 Entry Intent and Current Intent has been decreasing each year over the last five years from 16 percent in fiscal year 2015 to less than seven percent in fiscal year 2019 for Entry Intent and from 20 percent in fiscal year 2015 to less than two percent in fiscal year 2019 for Current Intent. The proportion of records with unknown Highest Degree Previously Earned has also been decreasing each year over the last five years from seven percent in fiscal year 2015 to less than two percent in fiscal year 2019. The proportion of records with unknown High School Rank was about 75 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2016 submission was finalized 16 days late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Harper College met the reporting deadline in four of the five years reviewed; the fiscal year 2016 submission was finalized five and a half weeks 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 each of the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between four percent and thirteen percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Harper College met the reporting deadline in neither of the two years reviewed. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Harper College met the reporting deadline in four of the five years reviewed; the fiscal year 2016 submission was finalized 23 days late. The number of submissions needed to finalize the data ranged from two to seven, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 and fiscal year 2015 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in one of the past five years; the fiscal year 2019 submission was finalized more than one month late, the fiscal year 2017 submission was two weeks late, the fiscal year 2016 submission was one week late, and the fiscal year 2015 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; fiscal year 2019 submission contained one critical error that was verified by college officials as valid and accurate. Harper College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2016 submission was finalized nearly one month late and the fiscal year 2015 submission was finalized six days past the reporting deadline. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed: 556 records in fiscal year 2019, 162 records in fiscal year 2018, two records in fiscal year 2017, and 257 records in fiscal year 2016.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Harper College data submissions met the reporting deadline in one of the last five fiscal years; the fiscal year 2018 submission was finalized five and a half weeks late, the fiscal year 2017 submission was three and a half months late, the fiscal year 2016 submission was one day late, and the fiscal year 2015 submission was finalized more than five weeks 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 40 percent and 46 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 60 percent of the records in the two years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2017 submission was finalized 16 days 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 four of the past five fiscal years; the fiscal year 2015 submission was finalized three days late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The

response rate met the ICCB minimum standard in two of the three submissions reviewed: 2015 (54.32 percent) and 2014 (54.23 percent).

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 fiscal year 2018 and the fiscal year 2016 submissions were finalized four days and nineteen days late, respectively. The number of submissions required to finalize these data ranged from two to six. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the two years reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Harper College met the submission deadline in one of the past five years reviewed; the fiscal year 2017 submission was finalized nearly five months late, the fiscal year 2016 submission was 12 days late, and the fiscal years 2015 and 2014 submissions were each finalized ten days past the reporting deadline. The number of submissions needed to finalize the data ranged from four to seven. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission began in fiscal year 2013. Harper 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 three of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Harper College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, and the **Annual Faculty, Staff, & Salary Data (C3)**. Efforts are appreciated to improve the consistency between the **E1** and the **Fall Term Enrollment (Web) Survey** submissions.

College Response: Harper College has implemented a number of processes and protocols to improve ICCB data submission methodology. Through the cyclical nature of continuous improvement, these processes and protocols are reviewed annually and updated as needed. As a result, the timeliness, accuracy, and consistency of ICCB submissions continue to improve. The four main processes and protocols that have been implemented are:

- *Established a Data Standards Committee, which is a cross-functional group charged with data reporting and integrity. This group aims to improve data quality on the front end, and consistent standards of data extraction and reporting on the back end.*
- *Development of exception reports to identify potential errors on the student information system so they can be corrected prior to ICCB submission generation.*
- *Utilizing frozen data files to stabilize the information being reported to ICCB.*
- *Development of detailed validation steps which are related to the error checking information in the MIS manual, as well as collaborating with ICCB IT professionals to identify additional error check that can be employed.*

Additionally, the College will continue to work collaboratively with ICCB to improve reporting processes.

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

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/13/18	08/25/17	10/31/16	07/16/15	08/21/14
# Submissions to Final	3	4	5	3	3
Timeliness	on time	39 days late	108 days late	1 day late	37 days late
Duplicated Head Count	21179	20934	19627	21182	17540
Unduplicated Head Count	13330	12101	11146	11535	7569
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.53%	0.75%	1.82%	1.65%	2.44%
% Unknown Age in Final Submission no value or .	0.36%	0.54%	1.76%	1.49%	2.35%
% Unknown Age in Final Submission unknown	0.00%	0.00%	0.00%	0.04%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	44.82%	46.15%	45.21%	44.24%	39.86%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	67.28%	55.55%

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

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	07/27/18	08/23/17	09/15/16	09/11/15	08/05/14
# Submissions to Final	2	8	17	4	4
Timeliness	on time	22 days late	14 days late	39 days late	4 days late
Head Count (total incl. 0 hrs enroll.)	23714	25290	25708	25409	26057
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	2	2	3	3
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.01%	0.25%	0.13%
% 0 Cumulative GPA in Final Sub.	14.65%	14.18%	15.98%	15.94%	15.56%
% 0 Cumulative Hours in Final Sub.	12.41%	11.69%	13.35%	13.07%	12.92%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	6.52%	8.12%	10.46%	13.38%	16.29%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	1.41%	1.90%	13.38%	18.13%	20.23%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	1.68%	1.74%	5.05%	6.24%	6.50%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	76.78%	71.70%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/21/18	08/23/17	09/15/16	10/09/15	08/20/14
# Submissions to Final	4	3	6	3	2
Timeliness	on time	on time	on time	38 days late	on time
Record Count (duplicate completions)	3511	3607	3456	4230	3828
Total Number of Completions from A1	3469	3562	3441	4197	3805
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	1	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	3.99%	4.10%	12.85%	4.21%	3.66%

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	08/23/18	08/24/17	09/15/16	09/17/15	08/26/14
# Submissions to Final	2	2	6	1	2
Timeliness – Data Due	on time	on time	on time	16 days late	on time
Head Count in Final Submission	23714	25290	25708	25409	26057
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	2	1
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	09/24/15	09/03/14
# Submissions to Final	N/C*	N/C*	N/C*	1	2
Timeliness – Data Due	N/C*	N/C*	N/C*	23 days late	1 day late
Head Count in Final Submission	N/C*	N/C*	N/C*	1400	1398
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00%	0.00%

*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/21/18	08/24/17	09/15/16	09/24/15	11/13/14
# Submissions to Final	2	4	7	3	4
Timeliness	on time	on time	on time	23 days late	on time
# Error Codes in Final Submission	2	0	1	1	2
# Critical Errors in Final Submission	1	0	0	0	1
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.00%	0.17%
% Dual Credit in Final	5.14%	5.97%	4.31%	3.14%	2.40%
% Remedial (PCS 14) in Final	4.09%	4.24%	5.02%	5.63%	6.43%

* Due 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	11/06/18	10/02/17	10/31/16	10/08/15	10/10/14
# Submissions to Final	3	3	6	6	4

Timeliness	36 days late	on time	14 days late	7 days late	9 days late
Head Count in Final Submission	13530	13749	14142	14532	14957
Discrepancy between E1 & Survey	+556	+162	+2	+257	0
# Error Codes in Final Submission	2	1	3	1	4
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.08%	0.05%	0.44%	0.10%	0.32%
Current Intent Coverage in Final Sub % coded as unknown	2.00%	1.63%	13.63%	15.63%	20.61%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	100.00%	100.00%	100.00%	100.00%	100.00%

* 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/25/18	09/19/17	09/23/16	10/30/15	10/07/14
Timeliness	on time	on time	on time	29 days late	6 days late
Head Count	12974	13587	14140	14275	14957
Discrepancy between E1 & Survey	-556	-162	-2	-257	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/11/18	10/20/17	10/19/16	11/03/15	10/09/14
# Submissions to Final	2	3	2	6	2
Timeliness	on time	4 days late	on time	19 days late	on time
# Error Codes in Final Submission	3	4	4	4	4
# Critical Errors in Final Submission	2	2	2	2	2

% Records with Errors in Final Sub.	8.60%	20.04%	20.62%	21.70%	25.57%
% Unknown Employment Class (8)	12.70%	11.67%	12.07%	10.82%	9.52%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	11/10/15	10/10/14
# Submissions to Final	N/C*	N/C*	N/C*	6	2
Timeliness	N/C*	N/C*	N/C*	26 days late	on time

*** The C2 submission was eliminated in FY 17**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/12/18	10/24/17	11/04/16	10/15/15	10/10/14
# Submissions to Final	1	1	1	1	1
Timeliness	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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/31/18	10/30/17	11/17/16	10/29/15	09/11/14
Timeliness	on time	on time	16 days late	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/06/19	02/06/18	02/13/17	02/10/16	02/20/15

Timeliness	on time	on time	on time	on time	3 days late
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*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/01/18	03/06/17	02/03/16	02/02/15
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/01/18	03/06/17	02/03/16	02/02/15
Timeliness	on time				

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/01/18	03/06/17	02/03/16	02/02/15
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/01/18	03/06/17	02/03/16	02/02/15
Timeliness	on time				

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/04/19	02/02/18	02/06/17	03/10/16	03/20/15
Timeliness	3 days late	on time	on time	on time	46 days late

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/28/15	06/30/14
# Submissions to Final	N/C*	N/C*	1	2	2
Timeliness	N/C*	N/C*	on time	on time	31 days late
# Error Codes in Final Submission	N/C*	N/C*	0	4	8
# Critical Errors in Final Submission	N/C*	N/C*	0	2	2
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	8.64%	4.82%
Response Rate (PBIS)	N/C*	N/C*	48.77%	54.32%	54.23%
Met Minimum Response Rate***	N/C*	N/C*	No	Yes	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N \geq 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/15/18	11/03/17	06/27/16	06/25/15	06/26/14
# Submissions to Final	4	5	5	7	4
Timeliness	on time	141 days late	12 days late	10 days late	10 days late
# Error Codes in Final Submission	2	2	3	2	5
# Critical Errors in Final Submission	1	1	1	1	2
% Records with Errors in Final Sub.	5.09%	9.30%	13.61%	9.04%	10.16%

% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	11.70%	11.63%	16.05%	45.99%	27.77%

***Due 06/16 in FY 14**



RECOGNITION REPORT

SHAWNEE COMMUNITY COLLEGE

A 3D graphic of a blue and grey ribbon or banner, partially open, with the date 'September, 2019' written on it in a black serif font.

September, 2019

Illinois Community College Board
RECOGNITION REPORT
FOR
SHAWNEE COMMUNITY COLLEGE
September, 2019

INTRODUCTION

During fiscal year 2019 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Shawnee Community College, District 531. 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 Shawnee 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 Shawnee Community College’s 2018-2019 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 Administrative Rule 23 Ill. Adm. Code 1501.302 a)3)A)i).

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

Compliance Recommendation: None.

2. Articulation

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

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

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

Compliance Recommendations: None.

3. Academic Control

According to Shawnee Community College, the college maintains academic control of all programs, courses, and processes. The general college admission standards are determined by the faculty-led Curriculum and Instruction Committee. The college reviewed course evaluations, faculty, and students to ensure it maintains full academic control of instruction. Faculty are evaluated by the Vice President and Dean of Academic Affairs and Student Learning. Students are evaluated by faculty per policy.

The College noted that it had a gap in comprehensive course evaluations in 2017 but had rectified the situation by spring of 2019.

Compliance Recommendation: None.

Advisory Recommendation: The college should ensure that it is able to conduct evaluation of courses with or without access to technology.

College Response: The college has the option to evaluate its courses with the use of scantron forms/machines in the absence of access to technology.

4. Curriculum

4a) A comparison between Shawnee 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 Administrative Rule 23 Ill. Adm. Code Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college 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 Shawnee Community College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials.

To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review. Fifty courses were selected from fiscal year 2017 and 50 from fiscal year 2018. 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 2017 and 2018, 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 Shawnee Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2017 through 2018, it was reported that 29 instructors taught transfer (1.1) dual credit courses. Of these instructors, five did not have the appropriate credentials to teach transfer courses. The college indicated that these instructors will no longer teach dual credit courses unless they gain the appropriate credentials. It was also reported that 13 instructors taught career and technical education (1.2) dual credit courses, all of which held the appropriate credentials.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, one student did not meet the pre-requisite requirements for the dual credit course.

Course Offerings and Requirements.

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

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Shawnee Community College must ensure all dual credit instructors moving forward 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. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The college has indicated that the discrepancies during fiscal years 2017 and 2018 have already

been addressed. Lastly, the ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: The college's processes for instructor credentialing has improved significantly since FY2017 and FY2018. All teaching applicants follow the same process, which includes oversight/approval from faculty division chairs, the Dean of Academic Affairs and Student Learning, with the final approval resting with the Vice President of Academic Affairs and Student Learning. The college is presently following faculty credentialing guidelines provided from the ICCB and the Higher Learning Commission (HLC) regarding faculty credentialing to ensure compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B). The amendment of the Dual Credit Quality Act will have no bearing on the processes and procedures that are now in place at Shawnee Community College.

Compliance Recommendation 2: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response: Since FY2017 and FY2018, the college has fully transitioned from the ERP system Jenzabar to Colleague. During migration, the college set placement parameters in accordance with the college catalog for each course as they were populated into Colleague. Presently in Colleague, advisors do not have the ability to override a student placement score, therefore limiting registration of an unqualified student into any course. The ability to override is limited to the Registrar and Dean of Student Success and Services. Furthermore, no dual credit student will be placed into an unqualified course and ensures the college is compliant with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(C).

6. Assessment Plans

Shawnee Community College has a systematic, college-wide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. The college indicated it has a comprehensive Student Academic Assessment Action Plan that reflects the work of faculty, administrators, and staff. The college maintains a Student Academic Assessment committee that routinely updates the plan, as indicated by Board Policy. The assessment process documents that learning objectives are measurable, curriculum is aligned, and instructional strategies promote student engagement and learning. The plan also outlines a calendar of events related to assessment and the responsible party.

The college also reported that co-curricular (student services) departments and educational programs plan for growth within the context of metrics in the Strategic Plan. The college, through its admission policy and catalog, provided information about placement standards and cut scores for admission and entry into courses. It was not clear how these policies and scores are reviewed and when they are updated.

Compliance Recommendation: None.

Advisory Recommendation: The college should have clear placement policies and procedures. Procedures should be incorporated in its relevant assessment policies including how and when the policies and relevant procedures are reviewed.

College Response: All college policies are reviewed by the Policy Committee. The revised placement policy and corresponding procedures will have their first read at the Board of Trustees meeting in October. In addition, there is a College Readiness Committee whose responsibility is to monitor placement procedures. The College Readiness Committee will meet in September of each year to review current procedures to ensure viability.

7. Student Evaluation

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

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

Shawnee Community College reported that any instructor teaching a transfer-level course is required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach. The college also reported doing a complete review of all full-time, adjunct, and dual credit faculty to verify that they met the requisite standards to teach in their disciplines.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2017–2018. The ICCB review of the faculty transcripts provided by the college showed that three faculty members did not appear to have the proper credentials to teach 1.1 Transfer Courses. However, during the submission process, the college provided evidence that two of the faculty members had been removed from the schedule during the college's audit process and the third faculty member is no longer teaching at the college.

The college provided opportunities for faculty development on campus, including through the Teaching and Learning Center. The areas have focused on issues related to instruction including developing online courses, using the learning management system and add-ons, instructional methodology, smart classrooms, accessibility, and best practices.

Seven courses were requested in the audit but were not taught during the academic year indicated. As a follow up, the date of the last time the course was taught was requested. Three of those courses were last taught outside of the Recognition Cycle.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Shawnee 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. With regards to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2000 hours of demonstrated experience in the field.

College Response: All teaching applicants follow the same process, which includes oversight/approval from faculty division chairs, the Dean of Academic Affairs and Student Learning, with the final approval resting with the Vice President of Academic Affairs and Student Learning. The college is presently following faculty credentialing guidelines provided from the ICCB and the Higher Learning Commission (HLC) regarding faculty credentialing to ensure compliance with Administrative Rule 23 Ill Adm. Code 1501.303(f). The college regularly consults with the ICCB if/when questions arise in the transcript evaluation process.

Advisory Recommendation: As part of the Program Review cycle, all courses should be reviewed within the five-year cycle. Courses that are no longer relevant to programs or are no longer being actively taught on campus should be inactivated or withdrawn from the master course file.

College Response: At the Curriculum and Instruction Meeting on 9/5/19, the C&I Committee voted to remove courses no longer relevant to programs or no longer actively being taught. There were a few courses that were allowed to remain due to college plans to develop new programs. Moving forward, the college will use the corresponding September C&I meeting to review such courses to ensure compliance with this rule.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment, course catalog, and website. Shawnee 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. It should be noted that while the CAREER Agreement is mentioned in the college's self-assessment, it is not mentioned anywhere in the college's course catalog or on the college's website that the ICCB could discern. Although not specifically mentioned in the self-assessment, the ICCB is aware of an inter-district cooperative agreement between Shawnee Community College, Southeastern Illinois College, and Rend Lake College. This inter-district agreement addresses additional educational opportunities beyond the scope of the CAREER Agreement to more thoroughly serve students through such delivery methods as course and/or program sharing, instructor sharing, and section and/or course purchase. This inter-district cooperative agreement was approved by the ICCB. The college is also a partner in the Southern Illinois Collegiate Common Market (SICCM), along with Kaskaskia College, Rend Lake College, John A. Logan College, and Southeastern Illinois College. The ICCB obtained this information from the college's course catalog as it was not provided in the college's self-assessment.

It is unclear if the college participates in any additional inter-district cooperative agreements with community college districts, as the college did not provide a list of existing cooperative agreements.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that Shawnee Community College make mention of the CAREER Agreement in either the college's course catalog or on the college's website. It is important for students to be aware of all available options.

College Response: Notification of the CAREER Agreement will be selectively placed in the 2020-21 college catalog, as well as immediate placement on the college's website to ensure student awareness of transfer options.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar and 2018-2019 academic catalog, college

catalog and/or applicable policy handbook, college website, and the college's self-assessment. Morton College's Academic Calendar includes at least 15-16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the college does not have a policy in place to ensure that the 75-day requirement is met.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303 e)6, the college must create a plan and incorporate it into the appropriate policies and procedures.

College Response: Shawnee Community College's practice is to build two extra days per year into the instructional calendar to ensure that the 75 days per semester are met as required by ICCB. To ensure compliance of Administrative Rule 23 Ill Adm. Code 1501.303 e)6, the college will reevaluate current and future instructional calendars to ensure the academic semesters meet a minimum of 15-16 weeks with at least 75 full instructional days. The college will take immediate action to draft and publish a policy statement addressing events, including inclement weather, that impede the 75 instructional day requirement and specify how the college intends to make up the days. The college has the required weeks and days of instruction built into the 2019-2020 academic calendar, however needs to develop and publish a policy to fully comply with this Administrative Rule. The process will begin with the college's Policy Revision Committee will go through internal approval processes and prepare a recommendation to the Board of Trustees. Upon Board approval, the policy will be published for all college constituents.

11. Program Review/Results

After reviewing Shawnee Community College's program review process and submissions, staff concluded that all instructional programs have been reviewed following the ICCB program review manual and related policies. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college also includes student and academic support services and administrative functions in their review cycle. However, the college's self-assessment provided little detail on the college's operating procedures in conducting the program review process. It was noted that data analysis has been limited and improvements will be made moving forward. No other discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified. Shawnee Community College should follow any identified action steps and continue to review and utilize the recommendations and feedback given by the ICCB.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the college's program review process include the analysis of data to support a thorough and systematic approach.

College Response: At the September 3, 2019 Board of Trustees meeting, a Director of Institutional Research and Effectiveness was hired after being vacant for over six months. The college anticipates and welcomes the ability to make evidence-based decisions in the program review process.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

General college hours are 7:45 a.m. - 4:15 p.m., but additional hours are available to students upon request and during peak registration times. Mondays through Thursdays, the extension centers designate a late advisor who staffs the building until 6:30 p.m. in high demand times. To accommodate students who take classes off campus or have questions after regular operating hours,

advisors are available via telephone or email. Advisors are assigned a high school within the district providing Shawnee Community College with a presence at each of 12 district high schools.

Advisors also assist the Financial Aid Office with financial aid planning for high school seniors by facilitating FAFSA completion nights and assisting with scholarship applications. Advisement staff conduct advisement in the high schools, enroll students in dual credit courses, and check Accuplacer scores for dual credit sections.

Compliance Recommendation: None.

Part B: Financial Aid

The Office of Student Financial Assistance provides students with information and essential services. Students receive information and assistance with FAFSA submission, award notification, and reminders on missing documents. Financial aid personnel host FAFSA completion events at the main campus and all extension centers. The financial aid office has made all forms available electronically through the college's website. Extension centers and advisement staff have view-only access to financial aid information and can consult the financial aid office when advising students.

When serving students with disabilities, the financial aid office, in conjunction with the Accessibility Coordinator, provide one-on-one assistance with FAFSA completion. Veterans receive targeted information pertinent to their needs. The Financial Aid office also houses the Coordinator of Veterans and Military Personnel. The coordinator explains services offered, which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Part C: Placement

The Career Services Office provides a wide range of services available to students, alumni, and community members such as wrap-around career advising which includes career exploration support, internship assistance, job search and educational planning, resume writing, interview preparation, and WIOA information.

Compliance Recommendation: None.

Part D: Support Services

Shawnee Community College provides various support services to students, which include the Office of Disability, Student Life, TRiO, and veteran's services.

The college offers academic support services including peer tutoring, the student help desk, and the writing center.

The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note takers, and specialized software/hardware and numerous adaptive technology devices. To serve students with documented disabilities, the Accessibility Coordinator works with area special education districts and the Office of Rehabilitation Services to provide services to students. The college also partners with JAMP Special Education district to host an annual Transition Day in the spring semester. During this day, students who received special education services in high school are provided the opportunity to meet with an advisor, complete the FAFSA, and tour the college. Students meet with outside funding sources like Shawnee Development Council and WIOA and Office of Rehabilitation Services.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in the middle of May 2019. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of courses (IND CPR Courses) that did not comply with 110 ILCS 805/2-16.02 which states the district must have 50 percent of the cost of a program to submit a course for state grants. The district will resubmit the fiscal year 2019 SU/SR to reclassify those courses placing them on the SR.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02 Shawnee Community College must resubmit all FY19 SUSR claims after removing the unallowable courses.

College Response: In response to the May 21, 2019 ICCB credit hour claim audit, as of August 1, 2019, the college has removed all unallowable courses and resubmitted the FY19 SUSR claim. Moving forward prior to the submission of the SUSR claim, the Student Data Analyst will run a report requiring departments to verify unallowable courses by instructor pay.

Student Residency

Based on the review of residency records, the district properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

The annual external audits for fiscal years 2014 through 2018 were reviewed. They were submitted

to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

3. Financial Planning

In reviewing the financial information presented at the fiscal year 2018 board retreat and yearly legal budgets, it was proven that the college does long-range fiscal planning as well as contingency planning. During the fiscal year 2019 planning process, the college implemented a more detailed and comprehensive fiscal planning document. The document shows three years of actual historical data, the current budget, and three years of projections. Included in this plan is a narrative that explains the college's assumptions and plans for contingency and fund balance. The Vice President of Financial and Campus Operations (CFO) stated that a three-year outlook is provided each year to the Board of Trustees. The annual audits show that working cash fund principal has not been used as current revenue. Board meeting minutes show that fiscal years 2016, 2017, and 2018 working cash interest transfers were authorized through separate board resolution.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for the college to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Facility Data Records (ICCB F3, F6, B3, R3 records)

Based on ICCB staff review of the facilities data submissions, the fiscal years 2014 through 2018 submissions were generally made in a timely or accurate manner.

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land

The fiscal year 2014 through 2018 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project status reports

The fiscal years 2014 to 2018 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

The fiscal years 2013 through 2017 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by Shawnee Community College were reviewed—generally this includes fiscal years 2015-2019 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 12 IPEDS surveys across the fall, winter, and spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Shawnee Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Shawnee Community College officials have met ICCB deadlines for most submissions. Overall, Shawnee 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 five of the five years reviewed. Shawnee Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2019 submission was finalized nearly two months late, and the fiscal year 2015 submission was finalized five days late. The submissions took between three and forty-four submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent ranged between two percent and nine percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned ranged between six percent and ten percent across the five years reviewed. The proportion of records with unknown High School Rank

was about 70 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2019 submission was finalized 17 days late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Shawnee Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2019 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to ten, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was around one percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

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

The **Annual Course (AC)** data submission began in fiscal year 2011. Shawnee Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2019 submission was finalized two and a half months late. The number of submissions needed to finalize the data ranged from two to twenty-two, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2019 submission was finalized one month late, and the fiscal year 2017 submission was finalized nine days late. The number of submissions needed to finalize the data ranged from three to twenty-two, and there were no critical errors in the final submissions. Shawnee Community College met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2019 submission was finalized three and a half weeks past the reporting deadline. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed: 23 records in fiscal year 2019 and 513 records in fiscal year 2017.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Shawnee Community College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2019 submission was finalized two 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 no records having unknown Age in fiscal year 2019 and fiscal year 2018, and less than one percent of records having unknown Age in fiscal year 2017 through fiscal year 2015. The proportion of records with unknown Race/Ethnicity ranged between eight percent and fifteen percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for less than four percent of the records in the two years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2019 submission was finalized 12 days 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.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in each of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in none of the three submissions reviewed.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2019 submission was finalized nearly three months late, and the fiscal years 2018 and 2016 submissions were finalized one day past the reporting deadline. The number of submissions required to finalize these data ranged from four to sixteen. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the two years reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Shawnee Community College met the submission deadline in none of the past five years reviewed; the fiscal year 2018 submission was finalized thirteen days late, the fiscal year 2017 submission was four days late, the fiscal year 2016 submission was two weeks late, the fiscal year 2015 submission was one week late, and the fiscal year 2014 submission was finalized ten days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to thirteen. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission began in fiscal year 2013. Shawnee Community College met the reporting deadline in each of the five years reviewed for three out of the four surveys; the fiscal year 2018 Asian American Employment Plan Survey was finalized four days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Shawnee Community College. Focused efforts are recommended to improve the timeliness of the **Faculty, Staff, and Salary Data (C1)** and the **Annual Faculty, Staff, and**

Salary Data (C3). Efforts are appreciated to improve the consistency between the **E1** and the **Fall Term Enrollment (Web) Survey** submissions.

***College Response:** For the past two years, the college has been navigating between two data management systems (Jenzabar and CROA) for the submission of ICCB reporting. All data is now being pulled from one system (CROA), so recognizing errors and making corrections will lead to on-time and accurate ICCB submissions of the **Faculty, Staff & Salary Data (C1)**, the **Annual Faculty, Staff & Salary Data (C3)**, and the **E1** and the **Fall Term Enrollment (Web) Survey** submissions.*

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

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/18/18	07/07/17	07/06/16	07/15/15	07/15/14
# Submissions to Final	4	2	4	3	3
Timeliness	2 days late	on time	on time	on time	on time
Duplicated Head Count	1172	1500	1026	724	655
Unduplicated Head Count	890	1192	964	590	509
# Error Codes in Final Submission	1	1	1	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.19%	0.60%	0.39%	0.00%	0.00%
% Unknown Age in Final Submission no value or .	0.00%	0.00%	0.29%	0.14%	0.15%
% Unknown Age in Final Submission unknown	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	15.44%	12.80%	7.99%	15.19%	9.31%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	3.04%	1.83%

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

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	09/27/18	07/31/17	08/10/16	08/03/15	08/06/14
# Submissions to Final	44	9	7	4	3
Timeliness	57 days late	on time	on time	on time	5 days late
Head Count (total incl. 0 hrs enroll.)	4232	4658	5814	6097	6237
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	3	5	3	5
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.85%	0.64%	0.85%	1.03%	0.68 percent
% 0 Cumulative GPA in Final Sub.	35.07%	32.25%	33.54%	38.53%	35.08%
% 0 Cumulative Hours in Final Sub.	34.64%	8.03%	6.93%	5.82%	7.57%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	4.09%	2.34%	3.89%	9.05%	4.94%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	4.09%	2.19%	3.66%	8.66%	4.59%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	9.76%	6.78%	7.02%	6.05%	5.76%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	73.61%	72.21%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/25/18	08/03/17	09/01/16	08/25/15	08/19/14
# Submissions to Final	10	2	4	3	2
Timeliness	21 days late	on time	on time	on time	on time
Record Count (duplicate completions)	522	550	544	722	565
Total Number of Completions from A1	491	527	527	694	565
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	0.77%	0.73%	0.55%	1.39%	0.18%

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	09/21/18	08/02/17	08/11/16	08/18/15	08/14/14
# Submissions to Final	10	2	1	2	1
Timeliness – Data Due	17 days late	on time	on time	on time	on time
Head Count in Final Submission	4232	4658	5814	6097	6237
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	2	1	2
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	08/25/15	08/25/14
# Submissions to Final	N/C*	N/C*	N/C*	2	2
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	59	32
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00%	0.00%

*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	11/16/18	08/23/17	08/22/16	08/25/15	11/12/14
# Submissions to Final	22	5	2	4	4
Timeliness	73 days late	on time	on time	on time	on time
# Error Codes in Final Submission	0	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.01%	0.09%	0.20%	0.12%
% Dual Credit in Final	7.54%	5.99%	6.61%	5.77%	5.96%
% Remedial (PCS 14) in Final	3.82%	5.28%	3.79%	3.77%	4.79%

* Due 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	10/31/18	09/25/17	10/26/16	09/17/15	09/26/14
# Submissions to Final	22	3	8	4	8

Timeliness	30 days late	on time	9 days late	on time	on time
Head Count in Final Submission	1125	1505	1824	1819	1799
Discrepancy between E1 & Survey	-23	0	+513	0	0
# Error Codes in Final Submission	2	0	1	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.17%	0.00%	0.10%	1.37%	1.38%
Current Intent Coverage in Final Sub % coded as unknown	9.16%	5.98%	3.13%	2.69%	4.89%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	93.16%	95.88%	96.44%	100.00%	100.00%

* 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	10/25/18	09/26/17	09/26/16	09/23/15	09/29/14
Timeliness	24 days late	on time	on time	on time	on time
Head Count	1148	1505	1311	1819	1799
Discrepancy between E1 & Survey	+23	0	-513	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	01/08/19	10/17/17	10/26/16	10/16/15	10/15/14
# Submissions to Final	16	5	4	4	5
Timeliness	85 days late	1 day late	on time	1 day late	on time
# Error Codes in Final Submission	2	1	2	2	2
# Critical Errors in Final Submission	2	1	2	2	2

% Records with Errors in Final Sub.	8.69%	3.48%	7.38%	10.76%	8.89%
% Unknown Employment Class (8)	6.52%	6.98%	7.39%	4.48%	2.54%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	10/20/15	10/15/14
# Submissions to Final	N/C*	N/C*	N/C*	5	2
Timeliness	N/C*	N/C*	N/C*	5 days late	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/04/18	10/12/17	10/21/16	10/05/15	10/01/14
# Submissions to Final	1	1	1	1	1
Timeliness	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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	11/13/18	10/16/17	09/20/16	11/02/15	10/24/14
Timeliness	12 days late	on time	on time	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/06/19	01/29/18	02/02/17	01/29/16	01/28/15
Timeliness	on time				

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/23/19	01/30/18	02/23/17	01/26/16	01/14/15
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/25/19	02/06/18	02/23/17	01/26/16	01/14/15
Timeliness	on time	4 days late	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/25/19	01/31/18	03/08/17	01/25/16	01/14/15
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/25/19	01/11/18	02/23/17	01/26/16	01/14/15
Timeliness	on time				

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/31/19	02/15/18	03/02/17	03/10/16	02/02/15
Timeliness	on time	on time	22 days late	on time	on time

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/26/16	05/20/15	05/22/14
# Submissions to Final	N/C*	N/C*	2	2	2
Timeliness	N/C*	N/C*	on time	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	0	1	1
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	2.17%	0.79%
Response Rate (PBIS)	N/C*	N/C*	19.05%	8.70%	6.35%
Met Minimum Response Rate***	N/C*	N/C*	No	No	No

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N \geq 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/28/18	06/19/17	06/29/16	06/22/15	06/26/14
# Submissions to Final	13	3	9	7	6
Timeliness	13 days late	4 days late	14 days late	7 days late	10 days late
# Error Codes in Final Submission	1	2	1	2	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	9.01%	18.03%	6.04%	16.54%	7.22%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%

% Unknown Ethnicity in Final unknown	1.18%	1.18%	2.02%	6.47%	5.78%
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***Due 06/16 in FY 14**



RECOGNITION REPORT

MORTON COLLEGE

A 3D rendering of a blue and grey geometric structure, possibly representing a building or a stylized letter 'M'. The structure is composed of several rectangular blocks arranged in a row. The date 'September, 2019' is written in a black, italicized serif font on the right side of the structure.

September, 2019

Illinois Community College Board

RECOGNITION REPORT FOR MORTON COLLEGE September, 2019

INTRODUCTION

During fiscal year 2019 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Morton College, District 527. 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 Morton 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 Morton College’s 2018-2019 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 Administrative Rule 23 Ill. Adm. Code 1501.302 a)3)A)i).

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

Compliance Recommendation: None.

2. Articulation

Morton College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Fine Arts–Art option (A.F.A.). 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

According to Morton College, all units of instruction are evaluated and approved through an academic dean (or associate provost), the Curriculum Committee, and the Faculty Assembly. The college maintains academic changes via CurricUNET. The Provost and President recommend changes in programs to the Board of Trustees. All departments participate in program review, faculty participate in the budget and planning process, and the college has a strategic plan that is reviewed by a College Council, made up of a cross-section of employee groups.

The faculty, dean, Curriculum Committee, and Faculty Assembly of the college periodically review admission and placement standards. The college maintains a credential auditor/degree analyst who regularly matches graduation petitions against program requirements.

Compliance Recommendation: None

4. Curriculum

4a) A comparison between Morton 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 Administrative Rule 23 Ill. Adm. Code 1501.302. All career and technical education (CTE) 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 Morton College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. 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 2017 and 2018, 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 Morton College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2017 through 2018, it was reported that seven instructors taught transfer (1.1) dual credit courses. Of these instructors, four instructors did not have the appropriate credentials. It was reported that 11 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, six instructors did not have the appropriate credentials.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found.

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: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11)(B), Morton 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. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: Within the past year the college hired a consultant to review the College's practices with regard to dual credit/dual enrollment. The consultant provided valuable advice to

the college. Since receiving his report, the College has implemented a process in which credentials for proposed new faculty hires must be reviewed by 2-3 key administrators before the candidate can be offered the opportunity to teach. The College has adopted a standard form to use during this process which includes the minimum qualifications to teach as points of reference.

6. Assessment Plans

Morton College has a comprehensive, college-wide assessment plan. The college's Academic Assessment and Planning committee (AAPC) adopted the plan. All general education and CTE programs possess student outcomes and are published in the college catalog.

The assessment policy calls for routine academic assessment on course, program, general education, and institutional level outcomes. Each program must submit a department assessment form addressing which courses were assessed in the current academic year, what evidence has been attained and what changes will be implemented. The AAPC receives program review results, conducts assessment of the general education program, and oversees reform interventions. The college also assesses its overall institutional effectiveness through student surveys, (e.g., Noel-Levitz, CCSSE). The college is invested in assessment, invites all new faculty to an assessment institution, and integrates assessment into faculty development in-service days and faculty union contracts, among other areas.

Compliance Recommendation: None.

7. Student Evaluation

Morton College provided information on the procedures for evaluation of course sections, but did not provide a comprehensive student evaluation policy or standards related to student performance or evaluation within their self-study.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.405, the college shall establish and publish a student evaluation policy.

College Response: The College has in place a method for which it obtains evaluations from its students. A student evaluation policy will be added to the 2019-2020 online academic catalog and Student Handbook. The same policy will be published online and in print to both the Student Handbook and Academic 2020-2021 catalog. See attachment for policy.

8. Faculty Qualifications/Policies.

Morton College reported that any instructor teaching a transfer-level course is required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach. They also reported doing a complete review of all full-time, adjunct, and dual credit faculty to verify they met the requisite standards to teach in their disciplines.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2017–2018. The ICCB review of the faculty transcripts provided by the college showed that four faculty members did not appear to have the proper credentials to teach 1.1 Transfer Courses. The college noted that two faculty members had been removed and one had

retired. One other faculty member did not have a full set of transcripts provided during the audit to verify qualifications.

The college provided opportunities for faculty development on campus, including through the Teaching and Learning Center. The college noted that on average, there are about 10 different activities each year. The activities focused on issues related to instruction, including online pedagogy, international education, open source resources, students with disabilities, Latino student engagement, academic assessment, faculty research, and contract grading.

Eight courses were requested in the audit but were not taught during the academic year indicated. As a follow up, the date of the last time the course was taught was requested. Six of those courses were last taught outside of the Recognition Cycle.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Morton College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

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

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

College Response: The Associate Dean of Academic Services and the Associate Dean of Arts and Sciences will continue to review and verify credentials of potential faculty hires. Within the past year, credentials for faculty hires were individually reviewed by the Associate Dean of Arts and Sciences as part of the college's efforts to ensure that faculty meet the minimum qualifications to teach. Any faculty who did not meet criteria were notified and will be placed or are now in inactive status. This process will be ongoing as the college seeks to bring on new hires.

Advisory Recommendation: As part of the Program Review cycle, all courses should be reviewed within the five-year cycle. When courses are no longer relevant to programs or are no longer taught on campus, they should be inactivated or withdrawn from the master course file.

College Response: In 2018, a newly hired Associate Dean of Academic Services was brought on board to assist the Office of the Associate Provost with this effort. A key responsibility of the Associate Dean is to review curriculum and recommend courses to the curriculum committee that are found to be inactive. The Associate Dean in turn will submit these courses to the Illinois Community College Board for withdrawal or inactive status.

9. Cooperative Agreements and Contracts

As part of the recognition review for Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment and the college's course catalog. Morton 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. It should be noted that nowhere in the college's self-assessment or course catalog is the CAREER Agreement mentioned by name. It is also unclear if the college participates in any additional inter-district cooperative agreements with community college districts, as the college did not provide a list of existing cooperative agreements.

Compliance Recommendation: None.

Advisory Recommendation: The college's course catalog alludes to the CAREER Agreement and lists the community colleges in with which Morton College participates. Since all community colleges participate in the CAREER Agreement, Morton College should update this list to reflect that.

10. Academic Calendar

As part of the recognition review for Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar and 2018-2019 academic catalog, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Morton College's Academic Calendar includes at least 15-16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the college does not have a policy in place to ensure that the 75-day requirement is met.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303 e)6, the college must create a plan and incorporate it into the appropriate policies and procedures.

College Response: The College intends to require faculty to add additional online components to their required courses to compensate for class cancellations due to inclement weather or other unexpected occurrences. Additionally, when class cancellations do occur for the aforementioned reasons, the College will require instructors to be available to enrolled students via email, Blackboard, or phone during their regularly scheduled class meeting times/days.

11. Program Review/Results

After reviewing Morton College's program review process and submissions, staff found that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their review cycle. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts including identifying opportunities for enhancement in the areas of recruitment, enrollment, and advising. No discrepancies between the college's program review submissions and the ICCB five-year program review schedule were identified; however, the college's Standard Operating Procedures (dated 2013) was not aligned with the 2017-2021 Program Review Manual and its policies.

Compliance Recommendation: None.

Advisory Recommendations: Morton College's Standard Operating Procedures on program review needs to reflect the most current ICCB Program Review Manual and accompanying deadlines.

College Response: In an effort to maintain accuracy and continue to effectively evaluate its programs, the College will update its Standard Operating Procedure as it relates to the program

review schedule. The College will utilize the ICCB five-year program review manual to update the Standard Operating Procedure as instructed.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A. Advising and Counseling

General college hours are 8:00 a.m. – 8:00 p.m. Monday through Wednesday and Fridays from 8:00 a.m. – 4:30 p.m. Advising sessions begin a half hour after the office opens with the last session beginning an hour before the office closes. The department does make available walk-ins and ability to schedule appointments. Students also now can receive text confirmation of appointments and reminders about payment deadlines, schedule changes and place in line during peak season. The department implemented caseload advising in fiscal year 2016 and has expanded staff to 10 full-time advisors and one part-time advisor. All high school graduates are required to attend a new student orientation session.

Compliance Recommendation: None.

Part B. Financial Aid

The financial aid program provides students with information about, and access to, available financial support. The Office of Student Financial Assistance provides students with information and essential services. Students receive information and assistance with FAFSA submission, award notification, and reminders on missing documents. The Financial Aid staff within the Student Services division of the college meets bi-weekly through staff meetings with other Student Service areas to review services and continuous quality improvement innovations. Veterans receive targeted information pertinent to their needs. The financial aid office also houses the Coordinator of Veterans and Military Personnel. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Part C: Placement

The Career Services Office provides a wide range of services available to students, alumni and community members wrap-around career advising, which includes career exploration support, internship assistance, job search and educational planning, resume writing, interview preparation, and WIOA information. The college has a Deferred Action for Childhood Arrivals (DACA) population and provides opportunities to this group of students to help develop resume experience and job experience, which is crucial.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends the college explore available career-counseling software options to help develop and improve a system to track student performance data. The collected student and employer data will assist in planning efforts, better understanding current and future needs, and assist in meeting specific hiring needs.

College response: In June 2019, the college created a new position and employed a Career Service Coordinator to oversee services provided by the Career Services office to students, alumni, and the community. Since the hire and in collaboration with the Academic Dean's office, the Coordinator, has presented on various topics encompassing career services. In addition, the Career Services office has connected with workforce agencies, federal employers, and local employers. The department has plans to upgrade the current career assessment tool, Sigi3, in the near future to better assist students with career exploration. The department is also considering various technology, such as 12Twenty, to aid the department in streamlining career services management,

student outcome tracking, and employer relationship management.

Part D: Support Services

Morton College provides various support services to students, which include Office of Disability, Student Life, TRiO, and veteran's services. The college offers academic support services, including peer tutoring, the student help desk, and the writing center. The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note takers, and specialized software/hardware and numerous adaptive technology devices.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in the beginning of June 2019. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. All instructors for SU courses were funded with more than 50 percent unrestricted funds.

Compliance Recommendation: None.

Student Residency

Based on the review of residency records, the district properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

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

Compliance Recommendation: None.

3. Financial Planning

In April, using inputs from AUAP and SUAP plans, the Chief Financial Officer builds a tentative budget structure which contains information such as estimated expenditure, estimated revenue, and working cash fund. Having been reviewed by the Vice Presidents and President, the tentative budget is submitted to the Board of Trustees to review in May. It is also available for the public to inspect. In the month of June or August, the public hearing for the adoption of the annual budget is held and the Board approves the budget. The annual budget is then filed with ICCB by the required due date. Morton College also adopted a long-range financial planning model in fiscal year 2010. The long-range financial plan was presented to the College administration and the Board of Trustees to apprise them of current and projected fiscal conditions. The plan was used for yearly budgeting, revenue source recommendations, and as an administrative tool to effectively manage College resources. This plan identifies various revenue and expense scenarios and, within this context, insures financial stability of the College. The last long-range financial plan was presented to the Board of Trustees in 2010 and was effective through 2015. The Business Office is currently working on updating the plan.

The Chief Financial Officer reviews to ensure that the monies in the working cash fund are not used as current revenue. The interest is transferred from the working cash fund to the education fund, which is approved by the board.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for the College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Facility Data Records (ICCB F3, F6, B3, R3 records)

Based on ICCB staff review of the facilities data submissions, the fiscal years 2014 through 2018 submissions were generally made in a timely or accurate manner.

Compliance Recommendation: None.

Square footage of planned construction and owned land

The fiscal years 2014 through 2018 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project status reports

The fiscal years 2014 to 2018 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

The fiscal years 2013 through 2017 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements The latest five years of ICCB data submissions by Morton College were reviewed—generally this includes fiscal years 2015-2019 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 12 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Morton College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Morton College officials have met ICCB deadlines for many submissions. Overall, Morton 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. Morton College's A1 submission met the reporting deadline in none of the past five fiscal years; the fiscal year 2019 submission was finalized eight days late, the fiscal year 2018 submission was seven and a half weeks late, the fiscal years 2017 and 2015 submissions were one week late, and the fiscal year 2016 submission was finalized five and a half weeks past the reporting deadline. The submissions took between four and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent ranged between 36 percent and 50 percent across the five years studied. The proportion of records with unknown Current Intent ranged between 36 percent and 66 percent across the five years reviewed. Coverage of Entry Intent and Current Intent is an area for further improvement. Coverage of Highest Degree Previously Earned was excellent from fiscal year 2019 to fiscal year 2016 with no records with the unknown variable; less than 30 percent of records had unknown Highest Degree Previously Earned in fiscal year 2015. The proportion of records with unknown High School Rank was about 60 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in one of five fiscal years reviewed; the fiscal year 2019 submission was finalized one day late, the fiscal year 2018 submission was three weeks late, the fiscal year 2016 submission was eight days late, and the fiscal year 2015 submission was finalized three days late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Morton College met the reporting deadline in two of the five years reviewed; the fiscal year 2018 submission was finalized three weeks late, the fiscal year 2016 submission was nine days late, and the fiscal year 2015 submission was finalized six days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to three, and there were no critical errors in the final submissions in the years reviewed. The proportion of records with unknown Race/Ethnicity was less than five percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Morton College met the reporting deadline in neither of the two years reviewed. The number of submissions needed to finalize the data ranged from two to three, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Morton College met the reporting deadline in one of the five years reviewed; the fiscal year 2019 submission was finalized six days late, the fiscal year 2018 submission was more than one month late, the fiscal year 2016 submission was seven weeks late, and the fiscal year 2015 submission was finalized 16 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to three, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production

of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal years 2018 and 2016 submissions were finalized two weeks and one day late, respectively. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions. Morton College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal years 2017 and 2016 submissions were finalized nine days and six days late, respectively. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Morton College data submissions met the reporting deadline in one of the five fiscal years reviewed; the submissions were finalized between seventeen days and one and a half months past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged from zero percent to less than ten percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity has been increasing each year over the last five years from less than ten percent in fiscal year 2015 to about 36 percent in fiscal year 2019. The Highest Degree Previously Earned variable was unknown for more than half of records in the two years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2019 submission was finalized one week late and the fiscal years 2017 and 2015 submissions were each fifteen days 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 five of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in three of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2015 (52.94 percent) and 2014 (55.81 percent).

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 fiscal years 2018 and 2015 submissions were finalized nine days and five days late, respectively. The number of submissions required to finalize these data ranged from two to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the two years reviewed. The C2 submission was eliminated in fiscal year 2017 and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Morton College met the submission deadline in none of the past five years reviewed; the submissions were finalized between four days and five weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs, and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission began in fiscal year 2013. Morton College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory (Quality) Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Morton College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, and the **Annual Faculty, Staff & Salary Data (C3)**.

College Response: The College is committed to improving the timeliness of the reports listed above and has begun processes to streamline data collection and cleaning in advance of deadlines. Setbacks in meeting timely submissions are being addressed in regular meetings scheduled with departments that contribute to these reports, including the Office of Admission and Records, Registrar, IT, Human Resources, and Adult Education. The meetings will focus on improving data collection processes, communicating gaps in data accuracy, and documenting steps to clean data. The submission process for each ICCB submission will be clearly outlined for each department responsible for data items. Web intelligence reports identifying possible data issues will be automated. Any issues should be addressed well in advance of the submission deadlines. In addition, data accuracy of each data element of the student records (A1, ID, A2, AC, E1, N1, and GRS), which are produced using Web Intelligence software (SAP), continue to be carefully reviewed to address inconsistencies between Web Intelligence formulas and mapping of Colleague data tables. We anticipate these ongoing efforts will significantly improve our submission timeliness.

Morton College (527) - Recognition Policy Studies Report Due Dates

(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year of Data	2018	2017	2016	2015	2014

Final Submission – (07/15)*	08/30/18	08/03/17	08/10/16	08/05/15	07/14/14
# Submissions to Final	2	1	3	2	1
Timeliness	45 days late	17 days late	26 days late	21 days late	on time
Duplicated Head Count	903	457	315	313	248
Unduplicated Head Count	369	272	216	206	139
# Error Codes in Final Submission	3	4	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	10.85%	15.10%	2.54%	1.28%	0.00%
% Unknown Age in Final Submission no value or .	6.98%	9.41%	2.54%	1.28%	0.00%
% Unknown Age in Final Submission unknown	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	35.66%	26.26%	11.11%	10.54%	9.68%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	61.34%	53.23%

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

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	08/09/18	09/22/17	09/08/16	09/10/15	08/08/14
# Submissions to Final	5	4	6	5	4
Timeliness	8 days late	52 days late	7 days late	38 days late	7 days late
Head Count (total incl. 0 hrs enroll.)	6283	6676	6982	7162	7553
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	1	1	2

# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.07%	0.12%	0.01%	0.27%
% 0 Cumulative GPA in Final Sub.	27.85%	28.21%	33.96%	34.93%	34.67%
% 0 Cumulative Hours in Final Sub.	21.77%	22.05%	27.79%	28.76%	38.17%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	36.22%	37.75%	44.31%	49.78%	43.92%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	36.16%	37.67%	65.81%	52.79%	43.92%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	0.00%	0.00%	0.00%	0.00%	29.48%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	60.07%	66.57%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/04/18	09/22/17	09/06/16	09/10/15	09/08/14
# Submissions to Final	2	3	2	2	3
Timeliness	on time	21 days late	on time	9 days late	6 days late
Record Count (duplicate completions)	639	664	682	1411	1025
Total Number of Completions from A1	638	664	680	1406	1023
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0

# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	4.38%	3.77%	4.55%	2.20%	2.54%

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	09/05/18	09/22/17	09/08/16	09/09/15	09/05/14
# Submissions to Final	3	2	2	3	2
Timeliness – Data Due	1 day late	21 days late	on time	8 days late	3 days late
Head Count in Final Submission	6283	6676	6982	7162	7553
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	3	1	0	2
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	09/09/15	09/05/14
# Submissions to Final	N/C*	N/C*	N/C*	3	2
Timeliness – Data Due	N/C*	N/C*	N/C*	8 days late	3 days late
Head Count in Final Submission	N/C*	N/C*	N/C*	189	189
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0

% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00%	0.00%
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*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/10/18	10/06/17	09/22/16	10/20/15	12/03/14
# Submissions to Final	3	2	2	3	3
Timeliness	6 days late	35 days late	on time	49 days late	16 days late
# Error Codes in Final Submission	0	0	0	0	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.00%	0.05%
% Dual Credit in Final	1.28%	2.35%	0.77%	0.67%	0.97%
% Remedial (PCS 14) in Final	11.04%	9.88%	9.79%	9.54%	10.12%

* Due 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/28/18	10/16/17	10/13/16	10/02/15	10/01/14
# Submissions to Final	4	3	4	2	3
Timeliness	on time	14 days late	on time	1 day late	on time
Head Count in Final Submission	4351	4387	4397	4592	4653
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	3	3	2	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.52%	0.88%	0.54%	0.15%	0.00%
Current Intent Coverage in Final Sub % coded as unknown	85.47%	80.08%	70.57%	58.71%	35.78%

Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	97.93%	98.27%	98.32%	99.04%	99.68%

* 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/28/18	09/29/17	10/12/16	10/07/15	10/01/14
Timeliness	on time	on time	9 days late	6 days late	on time
Head Count	4351	4387	4397	4592	4653
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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/12/18	10/25/17	10/18/16	10/14/15	10/20/14
# Submissions to Final	3	3	2	3	3
Timeliness	on time	9 days late	on time	on time	5 days late
# Error Codes in Final Submission	4	3	3	3	2
# Critical Errors in Final Submission	3	2	2	2	2
% Records with Errors in Final Sub.	9.36%	3.23%	6.38%	7.42%	8.53%
% Unknown Employment Class (8)	16.16%	17.32%	26.00%	0.00%	0.00%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	10/14/15	10/23/14
# Submissions to Final	N/C*	N/C*	N/C*	3	4

Timeliness	N/C*	N/C*	N/C*	on time	8 days late
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* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/11/18	10/20/17	10/13/16	10/09/15	10/15/14
# Submissions to Final	1	1	1	1	1
Timeliness	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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	11/08/18	10/26/17	11/16/16	11/02/15	11/18/14
Timeliness	7 days late	on time	15 days late	on time	15 days late

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/06/19	02/09/18	02/03/17	02/10/16	02/12/15
Timeliness	on time				

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	01/31/18	03/02/17	01/12/16	01/21/15
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	01/31/18	03/02/17	01/12/16	01/21/15
Timeliness	on time				

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	02/02/18	03/08/17	01/12/16	01/21/15
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	01/31/18	03/02/17	01/12/16	01/21/15
Timeliness	on time				

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/16/18	02/08/17	03/11/16	01/30/15
Timeliness	on time				

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013

Final Submission – (5/30)**	N/C*	N/C*	05/20/16	05/21/15	05/29/14
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness	N/C*	N/C*	on time	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	0	0	1
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	0.00%	1.16%
Response Rate (PBIS)	N/C*	N/C*	42.86%	52.94%	55.81%
Met Minimum Response Rate***	N/C*	N/C*	No	Yes	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/28/18	06/19/17	07/21/16	06/22/15	06/30/14
# Submissions to Final	4	2	4	3	5
Timeliness	13 days late	4 days late	36 days late	7 days late	14 days late
# Error Codes in Final Submission	3	2	2	1	13
# Critical Errors in Final Submission	2	1	1	1	8
% Records with Errors in Final Sub.	11.59%	5.60%	6.17%	3.07%	65.49%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	15.75%	17.60%	16.53%	18.85%	20.59%

*Due 06/16 in FY 14



RECOGNITION REPORT

ILLINOIS VALLEY COMMUNITY COLLEGE

September, 2019

Illinois Community College Board
RECOGNITION REPORT
FOR
ILLINOIS VALLEY COMMUNITY COLLEGE
September, 2019

INTRODUCTION

During fiscal year 2019 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Illinois Valley Community College, District 513. 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 Illinois Valley 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 Illinois Valley Community College’s 2018-2019 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

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

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 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 19 of the 20 Baccalaureate/transfer courses requested. One course was inactivated from the college's course offerings/schedule in 2000, however, the appropriate form to withdraw the course was never submitted to ICCB. Articulation documents indicating the course was articulated during the years it was offered were provided by the college, however, the college has since submitted a request to withdrawal the course which was approved June 12, 2019. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that the remainder of the 20 courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The college reported having a procedure in place for program review, assessment, and curriculum review. The college reported reviewing Curriculum Committee and Teaching and Learning Committee minutes to demonstrate that the college maintains academic control of its units of instruction. The college also reported having a policy for approval of programs, determining credit hours assigned to academic courses and programs, assessment, admission to the college, and dual credit enrollment.

The college did not report the process it uses for course and program approval and review or composition of the committees—only that their review showed that they had academic control. It is unclear how a course or program is vetted and approved internally, the structure and composition of the committees who review said courses and programs, or if there is a review by administration. How items reach the Board of Trustees for approval, as required by board policy, was not evident in the submission.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.302 a) 2(A), the college should make clear what process it uses to implement a unit of instruction ensuring it is under the direct and continuous control of the college. The process to accomplish the implementation of programs must be clearly articulated.

College Response: IVCC has clear processes in place for implementing units of instruction that ensure they remain under the direct and continuous control of the College. New program proposals require needs and cost analysis prior to being submitted for approval. This work often requires the help of an advisory group of industry and external stakeholders. Recommendations based on these investigations to move forward with program development are reviewed by division faculty, deans, and the Vice President and Associate Vice President for Academic Affairs. In addition, program

outcomes, course sequencing, and assessment measures are developed as part of the proposal for submission to the Curriculum Committee. The Curriculum Committee, comprised of faculty, academic administrators, and counselors, reviews both the program proposal and the associated course proposals as part of its approval process. The Committee may recommend revisions or changes as part of its review. Once approved by the Curriculum Committee, new programs are reviewed by President's Council for placement on the Board of Trustees agenda for approval. Once the program has been approved by the Board of Trustees, it, along with the requisite paperwork, is submitted to the Illinois Community College Board for approval and submission, if necessary, to the Illinois Board of Higher Education.

Approval of new courses follow a similar process to that of the program approval process. New courses are recommended for consideration and development to the division faculty and dean. Advisory committees are often consulted as valuable resources in the development of new courses. New course proposals are submitted to the dean for approval prior to requesting articulation with 4-year institutions. Once articulation requests have been approved, the proposal is submitted to the Curriculum Committee for review and approval. The Committee may recommend revision or changes if necessary prior to granting approval. Once the Curriculum Committee has approved the new course, it is submitted to the Illinois Community College Board for approval. This approval must be granted prior to offering the course.

Flow charts depicting these approval processes are available upon request.

4. Curriculum

4a) A comparison between Illinois Valley 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 A.A.S. degrees, 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 Illinois Valley Community College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b) (11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. 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 2017 and 2018, 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 Illinois Valley Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2017 through 2018, it was reported that 51 instructors taught transfer (1.1) dual credit courses. Of these instructors, four did not have the appropriate credentials to teach transfer courses. It was reported that 31 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, five instructors did not have the appropriate credentials.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, two students did not meet the pre-requisite requirements for the dual credit course.

Course Offerings and Requirements.

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

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Illinois Valley Community 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. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: The College shall complete an audit of its dual-credit instructors to ensure they meet minimal qualifications for teaching dual-credit courses. Instructors not meeting qualifications will be advised about the credentials necessary for instruction, placed on improvement plans when appropriate, and/or not reassigned to courses until qualifications have been met.

Compliance Recommendation 2: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response: The Assessment Center runs a report on all RED/ENG/MTH prerequisite courses. This process starts mid-summer so that students can be contacted who are not meeting placement. Another report is again run 2 weeks before class starts.

Students on the report come up with one of the following statuses:

- *C= Complete (prerequisite met)*
- *I= Incomplete*
- *N= Not meeting prerequisites*
- *P= In Process (student is enrolled in pre-req course and final grades have not been determined)*

The Assessment Center evaluates the students with an I, N, or P status and documents what each is missing in a report that is forwarded to the Dual Credit Coordinator. The Dual Credit Coordinator then begins following up with the students.

- If the student has no scores on file, they are requested to provide their ACT or SAT scores if available.
- If no ACT or SAT scores are available, then the student is requested to set up a placement testing appointment to test before school starts.
- If the student does not place into the class, the Dual Credit Coordinator contacts the student and the high school to let them know that they are being dropped from the course.

On occasion, a dual credit student will appeal to get into the class. The student submits their appeal and high school transcript and any other documentation to the Dual Credit Coordinator who forwards it on to the dean of that division for review. If the appeal is approved, a petition is created in the student record to denote that the student has been allowed into the class and for what reason. This same process is allowed for regular students at the college except that it can be entered by a dean, college counselor or instructor.

6. Assessment Plans

Illinois Valley Community College has a systematic, college-wide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. The college reported being near completion of its pilot program of assessing the General Education across the curriculum. The Assessment Committee with the Curriculum Committee will maintain master course syllabi where general education goals are identified. The college is using a learning management system add-on to deploy and collect general education goal rubrics. The college stated limited work had been done to follow students in degree and certificate programs regarding general education outcomes. However, outcomes for Career and Technical Education programs have been mapped to courses within the programs. Work will continue on integrating these outcomes into their learning management system to assist with this process.

The Assessment Committee will participate in the annual Assessment Fair to build on best practices and work with a National Institute for Learning Outcomes.

Illinois Valley does review its placement scores and policies. In the fall of 2018, cut scores were changed based on recommendations from an internal workgroup and state-wide recommendation for implementing multiple measures. The college reported continuing work on implementing more options aligned with multiple measures placement including a combination of high school coursework and GPA.

Compliance Recommendation: None.

Advisory Recommendation: The college should ensure that it is able to conduct assessment of curriculum and student learning outcomes with or without access to technology.

College Response: The College has manual back-up processes for its assessment practices.

7. Student Evaluation

Illinois Valley Community College has a well-defined system for evaluating and recording student performance in courses and programs. Grade distribution reports are reviewed each semester by the appropriate administrator. The college has established and published minimum standards of academic achievement as defined by satisfactory academic progress through grade point average and attempted credit hours. The college has Board policies governing its grading system, grade

appeals, and grade forgiveness.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

Illinois Valley Community College reported that any instructor teaching a transfer-level course is required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach. They also reported doing a complete review of all full-time, adjunct, and dual credit faculty to verify that they met the requisite standards to teach in their disciplines.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2017–2018. The ICCB review of the faculty transcripts provided by the college showed that seven faculty members did not appear to have the proper credentials to teach 1.1 Transfer Courses. However, during the submission process, the college provided evidence that three of the faculty members had an education plan in place. The college reported that three others needed an education plan and one had credentials that did not align with the area in which the course was being taught.

The college provided opportunities for faculty development on campus, including through the Faculty Development Center. The Center has focused on issues related to instruction including hands-on technology, creating accessible instructional materials, and pedagogy.

Nine courses were requested in the audit but were not taught during the academic year indicated. As a follow up, the date of the last time the course was taught was requested. Seven of those courses were last taught outside of the Recognition Cycle.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Illinois Valley 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.

College Response: The College has completed an audit of its full-time instructors to ensure they meet minimal qualifications for teaching dual-credit courses. The College shall complete a similar audit for its part-time instructors. Instructors not meeting qualifications will be advised about the credentials necessary for instruction, placed on improvement plans when appropriate, and/or not reassigned to courses unless and until qualifications have been met.

Advisory Recommendation: As part of the program review cycle, all courses should be reviewed within that five-year cycle. When courses are no longer relevant to programs or are no longer taught on campus, they should be inactivated or withdrawn from the master course file.

College Response: As part of its annual internal program review, IVCC reviews course sequencing and enrollment patterns in an effort to determine course viability. In addition, advisory committees review program curriculum regularly to ensure courses remain relevant to the field. As courses are no longer taught, IVCC will inactivate them or withdraw them from the master course file.

9. Cooperative Agreements and Contracts

As part of the recognition review for Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment, including accompanying documentation and the college's course catalog. Illinois Valley 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 also participates in additional inter-district cooperative agreements with two community college districts—Sauk Valley Community College for Radiologic Technology and Kankakee Community College for Medical Laboratory Technology. It is unclear if these two cooperative agreements were approved by the ICCB prior to the start of the agreements.

Compliance Recommendation: None.

Advisory Recommendation 1: On page 18 of the college's 2018-2019 College Catalog, the language should be updated to reflect the adoption of the CAREER Agreement by all 39 community college districts, or all 48 community colleges. Pursuant to article 19 of the CAREER Agreement, of which Illinois Valley Community College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should discontinue this practice and remove this language from their College Catalog and any other places it may be.

College Response: While this information was inadvertently contained in the course catalog, correct information concerning cooperative agreements, including the CAREER Agreement protocols, was available on the College website. The appropriate updates have been made to the 2019-2020 College Catalog.

Advisory Recommendation 2: The college should ensure that all cooperative agreements have been approved by the ICCB, including the current in-place agreements with Sauk Valley Community College and Kankakee Community College.

College Response: The College will submit the agreements with Sauk Valley Community College and Kankakee Community College to the ICCB for approval.

10. Academic Calendar

As part of the recognition review for Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, college website, and the college's self-assessment. IVCC has established a Calendar Committee comprised of administrators, faculty, and staff from three main functional areas (Business Services, Academic Affairs, and Student Services). The committee is charged with creating academic calendars. Illinois Valley Community College's Academic Calendar includes at least 15 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies comply with Administrative Rule 23 Ill.

Adm. Code 1501.303 e)6. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the district has developed Emergency and School Closings policies.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Illinois Valley Community College's program review process and submissions over the last five years, all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their program review cycle. Detailed by the self-assessment, the college utilizes sufficient supporting data, but will take additional steps to utilize disaggregated data which will support a more thorough evaluation. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A. Advising and Counseling

Illinois Valley Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. The counseling office offers walk-ins on a first come, first serve basis. Walk-ins are typically available Monday, Thursday, and Friday from 8:00 a.m. until approximately 3:15 p.m. and on Tuesday and Wednesday from 8:00 a.m. until approximately 6:15 p.m. Currently, the college employs three full-time counselors and six part-time counselors. The counselors are generalists in terms of serving students regardless of the intended program of study. However, each full-time counselor is assigned to an institutional academic division as liaison and also assigned to two in-state public senior institutions for articulation purposes. The assignments rotate every two years so that counselors have the opportunity to work with all divisions and institutions over time.

Compliance Recommendation: None.

Part B. Financial Aid

The financial aid program provides students with information about, and access to, available financial support. The office hours are listed as 8:00 a.m. to 4:30 p.m. Monday, Thursday, and Friday and 8:00 a.m. to 7:00 p.m. Tuesday and Wednesday with walk-in appointments available. The Financial Aid Office works with area high schools to provide information at "College Nights." Financial aid services are also offered at the Outreach Centers including FAFSA completion workshops and financial aid checks.

The financial aid office houses the Coordinator of Veterans and Military Personnel. The coordinator explains services offered to students which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support. The Career Services Associate circulates a 'job of the week' via email and through an online distribution tool (College Central Network) and shares employment information

with the college counseling staff on a regular basis. Despite this, it was discovered through student feedback that students were unaware of this service being available. The college acknowledged the need to improve processes in this area as well as bring awareness to the department's mission.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends including several areas within the stated department strategic initiative. Working with faculty, becoming involved in new student orientation, providing faculty development opportunities, and developing marketing materials to highlight resources within the department would be ideal. The college should continue to explore available options in developing an improved system for tracking and use of student performance data and explore additional web-based career exploration tools/resources.

College Response: The College plans to improve student awareness of the Career Services Department in a variety of ways. First and foremost, the Career Services Associate plans to approach faculty program coordinators whose programs require internships in order to get into the classroom to market departmental services. Additionally, all students will be bulk uploaded into the College Central Network (CCN). They will then be notified that they were provided with a free CCN account where they can upload their cover letter, résumé, and search open positions provided by employers. Since the Career Services department provides assistance creating cover letters and résumés, the department plans to market those free services to students via email, text message, and social media.

The department also plans to be present at the following Student Services sponsored events: Fall Open House, Parent College 101, off-site IDES Workshops, College & Career Night, Spring Open House, and off-site high school Career Days.

Finally, the department plans to develop an 8-page marketing booklet in FY20 highlighting the services it provides.

Part D: Support Services

Illinois Valley College provides various support services to students, which includes Office of Disability, Student Life, TRiO, and veteran's services.

The college offers academic support services, including peer tutoring, the student help desk, and the writing center, which are housed in the college's Learning Commons. There is a separate Math Learning Center that supports students needing help with mathematics.

The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note takers, and specialized software/hardware.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in April of 2019. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking

for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. All instructors sampled for SU courses were funded with more than 50 percent unrestricted funds, with the exception of Adult Education courses. The district had placed all Adult Education courses that were funded with the State Adult Ed grant on the SU credit hour claim and did not comply with 110 ILCS 805/2-16.02 which states the district must have 50 percent of the cost of a program to submit a course for state unrestricted grants. Any courses paid with more than 50 percent of restricted funds should be placed on the SR claim.

A second claiming error was discovered with how the district calculated students actively pursuing at midterm. The district was using a student's withdraw date rather than the instructors determination of active pursuit, in violation of ICCB Administrative Rule 1501.507 e) 2).

Compliance Recommendation 1: In order to be in compliance with 110 ILCS 805/2-16.02, Illinois Valley Community College must resubmit fiscal year 2019 SUSR claims after removing the Adult Education (state grant funded) courses.

College Response: SUSR claims have been resubmitted. Adult Education (state grant funded) credit hours have been removed.

Compliance Recommendation 2: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507 e) 2) Illinois Valley must resubmit fiscal year 2019 after removing students who were not actively pursuing at midterm.

College Response: SUSR claims have been resubmitted. Students not actively pursuing at midterm have been removed.

Student Residency

Based on the review of residency records, Illinois Valley Community College properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

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

Compliance Recommendation: None.

3. Financial Planning

Annually, the college prepares a three-year financial forecast that includes consideration of the college mission and strategic plan. The forecast includes historical information that is used to make projections regarding future funding levels and expenditures. Input is received from department and division managers on items that may have a significant budget impact in future years. This financial planning document assists the college with developing annual operating and capital budgets. The forecast is reviewed by board members and college administrators.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for Illinois Valley Community College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Facility Data Records (ICCB F3, F6, B3, R3 records)

Based on ICCB staff review of the facilities data submissions, the fiscal years 2014 through 2018 submissions were generally made in a timely and accurate manner.

Compliance Recommendation: None.

Square footage of planned construction and owned land

The fiscal years 2014 through 2018 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project status reports

The fiscal years 2014 to 2018 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

The fiscal years 2014 through 2018 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements The latest five years of ICCB data submissions by Illinois Valley Community College were reviewed—generally this includes fiscal years 2015-2019 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

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

Illinois Valley Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Illinois Valley Community College officials have met ICCB deadlines for most submissions. Overall, Illinois Valley 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 five of the five years reviewed. Illinois Valley Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2019 submission was finalized 12 days late, the fiscal year 2017 submission was 11 days late, the fiscal year 2016 submission was four days late, and the fiscal year 2015 submission was finalized nearly two months past the reporting deadline. The submissions took between three and nine submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Entry Intent and Current Intent has been excellent with less than three percent of unknown records for Entry Intent and less than two percent of unknown records for Current Intent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned ranged from five percent to seven percent across the five years studied. The proportion of records with unknown High School Rank was nearly 60 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the

Annual Student Identification (ID) submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the FY 2015 submission was finalized nearly two months late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Illinois Valley Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2016 and the fiscal year 2015 submissions were finalized three weeks late. The number of submissions needed to finalize the data ranged from two to six, and there were no critical errors in the final submissions in the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between less than two percent and ten percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

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

The **Annual Course (AC)** data submission began in fiscal year 2011. Illinois Valley Community College met the reporting deadline in five of the five years reviewed. The number of submissions needed to finalize the data ranged from one to five, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2017 submission contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the fiscal year 2015 submission was finalized five and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to seven, and there were no critical errors in the final submissions. Illinois Valley Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late and the fiscal year 2015 submission was finalized 23 days past the reporting deadline. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Illinois Valley Community College data submissions met the reporting deadline in each of the last five fiscal years. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent in the five years reviewed with only one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 11 percent and 14 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 45 percent of the records in the two years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in three of the past five fiscal years; the fiscal years 2018 and 2015 submissions were finalized 12 and 11 days late, respectively. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in one of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in one of the three submissions reviewed: 2016 (50 percent).

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 fiscal years 2016 and 2015 submissions were finalized two months and eight months late, respectively. The number of submissions required to finalize these data ranged from two to nine. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in neither of the two years reviewed. The C2 submission was eliminated in fiscal year 2017 and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in three of the past five fiscal years; the fiscal years 2016 and 2015 submissions were finalized 13 days and more than two months late, respectively.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Illinois Valley Community College met the submission deadline in one of the past five years reviewed; the fiscal year 2017 submission was finalized four days late, the fiscal year 2016 submission was 13 days late, the fiscal year 2015 submission was two weeks late, and the fiscal year 2014 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs, and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission began in fiscal year 2013. Illinois Valley 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.

Compliance Recommendation: None.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Illinois Valley Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)** and the **Annual Faculty, Staff & Salary Data (C3)**.

College Response: The College will continue to complete data submission that are timely, accurate, and complete. Focused efforts to improve timeliness of the noted reports will be implemented.

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

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/09/18	07/13/17	07/13/16	07/15/15	07/14/14
# Submissions to Final	2	2	4	2	4
Timeliness	on time				
Duplicated Head Count	4816	4655	3939	4202	4651
Unduplicated Head Count	3360	3173	2868	2960	3334
# Error Codes in Final Submission	2	2	2	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.62%	0.84%	0.81%	1.00%	1.41%
% Unknown Age in Final Submission no value or .	0.52%	0.69%	0.63%	0.90%	1.42%
% Unknown Age in Final Submission unknown	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	11.27%	13.98%	11.17%	13.02%	11.78%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	46.22%	43.78%

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

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

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	08/13/18	08/01/17	09/12/16	08/07/15	09/23/14

# Submissions to Final	5	3	9	4	6
Timeliness	12 days late	on time	11 days late	4 days late	53 days late
Head Count (total incl. 0 hrs enroll.)	4931	5164	5568	5809	6401
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	2	0	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.18%	0.05%	0.00%	0.05%	0.04%
% 0 Cumulative GPA in Final Sub.	12.74%	11.66%	13.95%	14.00%	13.98%
% 0 Cumulative Hours in Final Sub.	12.45%	11.39%	13.25%	13.50%	12.39%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	1.95%	1.74%	1.19%	1.43%	2.09%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	1.32%	1.78%	0.63%	0.88%	1.52%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	5.11%	5.19%	5.10%	5.94%	7.08%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	57.14%	58.40%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/14/18	08/22/17	09/08/16	09/23/15	09/23/14
# Submissions to Final	6	2	3	3	4
Timeliness	on time	on time	on time	22 days late	21 days late

Record Count (duplicate completions)	968	1042	1010	1227	1381
Total Number of Completions from A1	943	991	992	1198	1337
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.08%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	1.24%	6.72%	9.80%	4.40%	2.53%

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	08/10/18	08/29/17	08/29/16	09/01/15	10/31/14
# Submissions to Final	2	1	1	1	1
Timeliness – Data Due	on time	on time	on time	on time	59 days late
Head Count in Final Submission	4931	5164	5568	5809	6401
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	0	0	1
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	08/25/15	10/20/14

# Submissions to Final	N/C*	N/C*	N/C*	1	2
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	48 days late
Head Count in Final Submission	N/C*	N/C*	N/C*	261	243
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00%	0.00%

*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/08/18	08/24/17	08/29/16	08/18/15	11/14/14
# Submissions to Final	2	1	1	5	2
Timeliness	on time				
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	1	0	0
% Records with Errors in Final Sub.	0.01%	0.00%	0.12%	0.01%	0.01%
% Dual Credit in Final	8.86%	7.74%	5.92%	5.99%	5.61%
% Remedial (PCS 14) in Final	4.25%	5.48%	5.47%	6.06%	7.40%

* Due 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/25/18	09/29/17	10/11/16	10/01/15	03/17/15
# Submissions to Final	4	2	4	3	7
Timeliness	on time	on time	on time	on time	167 days late
Head Count in Final Submission	2958	3241	3206	3310	3525
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	2	3	1	2

# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.06%	0.12%	0.40%	0.33%	0.14%
Current Intent Coverage in Final Sub % coded as unknown	0.51%	0.15%	8.98%	9.73%	8.11%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	98.48%	98.52%	98.60%	98.49%	99.40%

* 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/17/18	09/18/17	10/07/16	10/01/15	10/24/14
Timeliness	on time	on time	4 days late	on time	23 days late
Head Count	2958	3241	3206	3310	3525
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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/15/18	10/13/17	10/21/16	12/16/15	06/09/15
# Submissions to Final	2	3	9	4	5
Timeliness	on time	on time	on time	62 days late	237 days late
# Error Codes in Final Submission	3	2	2	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	3.26%	2.95%	6.75%	6.86%	6.71%
% Unknown Employment Class (8)	3.00%	2.96%	2.97%	0.00%	1.03%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	12/07/15	03/09/15
# Submissions to Final	N/C*	N/C*	N/C*	8	3
Timeliness	N/C*	N/C*	N/C*	53 days late	145 days late

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/12/18	10/23/17	10/17/16	10/28/15	12/22/14
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	13 days late	68 days late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	09/17/18	11/13/17	10/18/16	10/20/15	11/14/14
Timeliness	on time	12 days late	on time	on time	11 days late

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	01/28/19	02/06/18	02/01/17	02/10/16	02/10/15
Timeliness	on time				

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/21/19	01/25/18	02/22/17	01/28/16	01/28/15
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/21/19	01/25/18	02/22/17	01/28/16	01/28/15
Timeliness	on time				

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/14/19	01/29/18	03/08/17	01/29/16	01/28/15
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/21/19	01/25/18	02/23/17	01/28/16	01/28/15
Timeliness	on time				

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	02/16/18	02/06/17	03/03/16	01/28/15
Timeliness	on time				

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/18/16	06/17/15	08/27/14
# Submissions to Final	N/C*	N/C*	1	3	3
Timeliness	N/C*	N/C*	on time	16 days late	89 days late
# Error Codes in Final Submission	N/C*	N/C*	0	1	1
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	1.16%	0.22%
Response Rate (PBIS)	N/C*	N/C*	50.00%	11.63%	18.64%
Met Minimum Response Rate***	N/C*	N/C*	Yes	No	No

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/19/17	06/28/16	06/29/15	07/16/14
# Submissions to Final	2	3	6	3	4
Timeliness	on time	4 days late	13 days late	14 days late	30 days late
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	56.75%	53.64%	12.32%	7.49%	7.59%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	1.13%	5.79%	8.83%	4.87%	2.11%

*Due 06/16 in FY 14



RECOGNITION REPORT

LINCOLN LAND COMMUNITY COLLEGE

September, 2019

Illinois Community College Board
RECOGNITION REPORT
FOR
LINCOLN LAND COMMUNITY COLLEGE
September, 2019

INTRODUCTION

During fiscal year 2019, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Lincoln Land Community College, District 526. 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 Lincoln Land 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 Lincoln Land Community College’s 2018-2019 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

Lincoln Land Community 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 Fine Arts (A.F.A.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

Compliance Recommendations: None.

3. Academic Control

According to Lincoln Land Community College, the Curriculum and Academic Standards Committee, comprised of faculty, staff, and administrators, provides oversight for all new units of instruction and review of any courses. Faculty members maintain responsibility of curriculum design and delivery, including course objectives, student learning outcomes, prerequisites, selection of textbooks, updating instruction materials, and creating course syllabi (including course policies, grading system, and evaluation). The college policy indicated that once programs are approved, they are recommended to the Vice President, Education and Student Services and then submitted to appropriate agencies for approval.

The college does review admission and placement standards as indicated in their policy for "Admission of Students" and consistent with state requirements.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Lincoln Land 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 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 Lincoln Land Community College's 2019 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-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. 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 2017 and 2018, 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 Lincoln Land Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors

During fiscal years 2017 through 2018, it was reported that 68 instructors taught transfer (1.1) dual credit courses. Of these instructors, two did not have the appropriate credentials to teach transfer courses. It was reported that 53 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, two instructors did not have the appropriate credentials.

Students

After a review of the college self-study report and the additional audit materials requested by the ICCB, six students did not meet the pre-requisite requirements for the dual credit course.

Course Offerings and Requirements

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

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Lincoln Land Community 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. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

Compliance Recommendation 2: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response: Since the 2014 ICCB Recognition Review, LLCC has developed and

implemented a regular process for reviewing faculty credentials. Faculty who were found to be unqualified are developing an improvement plan by which they can attain appropriate qualifications, following the guidelines of the Dual Credit Quality Act.

In the spring of 2018, LLCC contracted with Ferrilli Information Group, a technology consulting company, for a Business Process Analysis to implement changes in our system relating to registration rules and permissions. At that time, we significantly limited the number of staff that have the ability to override prerequisites, among other things.

Additionally, in summer 2019 after a thorough review of student account information related to placement pre-requisites, access to certain functions was removed from many student information system users. At present, only the Records staff and academic deans and their administrative assistants maintain the ability to apply waivers to student accounts. Limiting this ability should keep staff without authority to do so from allowing students into classes where they do not meet the prerequisites. Due to these changes, there should be no further instances of dual credit students not meeting course prerequisites.

6. Assessment Plans

Lincoln Land Community College has a number of assessment practices in place to measure student learning outcomes. The college has a policy in place to evaluate and record student performance in courses. In addition, the college uses the Learning Outcomes Assessment Team to lead its efforts in assessing general education outcomes and assisting Department Assessment Coordinators with the assessment process. The college began using AEFIS to embed the General Education Value Rubrics and to continue with assessment of the general education outcomes.

Academic departments have developed their own practices related to conducting learning outcomes assessment. The college is striving to streamline these practices that stress the importance of solid learning outcomes and effective assessment.

The college reviews its policies and procedures for placement regularly. For Academic Services, this is part of the program review process. The college partners with the College Board to conduct placement validity studies with student data. The college has also implemented multiple measures placement standards, including incorporating high school grades into the placement process for non-STEM majors.

Compliance Recommendation: None.

7. Student Evaluation

Lincoln Land Community College has a well-defined system for evaluating and recording student performance in courses and programs. The college has established and published minimum standards of academic achievement, as defined by satisfactory academic progress through grade point average and attempted credit hours. The college has Board policies governing its grading system, grade appeals, and grade forgiveness.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

Lincoln Land Community College reported that any instructor teaching a transfer-level course is required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach. They also reported doing

a complete review of all full-time, adjunct, and dual credit faculty to verify they met the requisite standards to teach in their disciplines.

According to the requisite Recognition standard, the college provided transcript and/or relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2017–2018. The ICCB review of the faculty transcripts provided by the college showed that two faculty members did not appear to have the proper credentials to teach 1.1 Transfer Courses. The college noted that one of the faculty members had retired and one had begun to take appropriate coursework in the content area.

The college provided opportunities for faculty development on campus, including through the Academic Innovation and eLearning department (AIELE). The college has established two professional development days during the year offered as a conference style day. The college also offers numerous workshops during the year. Topics have included assessment, instructional technology, accessibility standards, and using tools in Blackboard, the learning management system. The college has also offered programming for new full-time faculty including orientation on pedagogical best practices and assessment.

Seven courses were requested in the audit but were not taught during the academic year indicated. As a follow up, the date of the last time the course was taught was requested. Four of those courses were last taught outside of the Recognition Cycle.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Lincoln Land 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. With regards to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: *Since the 2014 ICCB Recognition Review, LLCC has developed and implemented a regular process for reviewing faculty credentials. The two faculty who were identified as potentially not meeting HLC guidelines were found, upon further review, to meet them (one had a master's degree in the field, the other had a master's degree in a field which includes the subcategory in which the professor teaches).*

Advisory Recommendation: As part of the Program Review cycle, all courses should be reviewed within the five-year cycle. When courses are no longer relevant to programs or are no longer taught, they should be inactivated or withdrawn from the master course file.

College Response: *We will take this recommendation under advisement.*

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment including accompanying documentation and the college's course catalog. Lincoln Land 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 does not participate in any additional inter-district cooperative agreements with community college districts.

Compliance Recommendation: None.

Advisory Recommendation: Pursuant to article 19 of the CAREER Agreement, of which Lincoln Land Community College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should discontinue this practice and remove this language from their catalog and any other places it may be.

College Response: We are removing this language from the next version of the catalog.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Lincoln Land Community College's Academic Calendar includes at least 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies comply with Administrative Rule 23 Ill. Adm. Code 1501.303 e)6. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the district has developed emergency and school closings policies.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Lincoln Land Community College's program review process and submissions, staff have deemed that all instructional programs are reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their review cycle. The college has indicated that it is deformalizing its annual review process in order to dedicate time to facilitate a deeper understanding of the data by faculty and program administrators. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified. Lincoln Land Community College should follow any identified action steps and continue to review and utilize the recommendations and feedback given by the ICCB.

Compliance Recommendations: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Lincoln Land's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Campus advising hours are 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 5:00 p.m. on Fridays. According to administration, advisors frequently work

with students to accommodate appointments with an advisor after 6:00 p.m. This scheduling is made individually between advisors and students. Additionally, there are extended hours during the entire week leading up to the first week of each semester, and through the entire first week of the semester. Students enrolled mainly at the Springfield campus are assigned an advisor based on the student's identified program of study. Health Careers advisors and Student Development Professionals assist at the Outreach Centers during times identified by Outreach Center Directors.

Compliance Recommendation: None.

Part B: Financial Aid

The financial aid program provides students with information about, and access to, available financial support. The office hours are listed as 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 5:00 p.m. on Fridays with individual appointments available. The Financial Aid Office works with area high schools to provide information at “College Nights.” Financial aid services are also offered at the Outreach Centers. Additionally, FAFSA completion workshops and financial aid checks are provided periodically at the Outreach Centers.

The financial Aid office also houses the Coordinator of Veterans and Military Personnel. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support, internship assistance, job search and educational planning, resume writing, and interview preparation. Career exploration sessions are supported by additional online resources such as O-Net Online, My Next Move, Sokanu, and YouTube. Students can also be introduced to the Ability Profiler in Career Cruising to complete a more advanced career assessment.

The college acknowledged the need to improve processes in this area. Within their report they have outlined several action steps. Among the action steps, the college is exploring ways to centralize internship opportunities for students to streamline and remove confusion over the process. The department will also begin exploring additional web-based career exploration tools/resources.

Compliance Recommendation: None.

Part D: Support Services

Lincoln Land Community College provides various support services to students, which include Office of Disability, Student Life, TRiO, and veteran's services.

The Student Life Office also provides coordination for many student clubs and organizations such as the Gay-Straight Alliance, Black Student Union, the Chemistry Club, Agricultural Club, and more. Further, the Open Door Mentoring program provides mentoring and internship opportunities for men of color, specifically around persistence, retention, and completion. Services offered include: mentoring, discussion groups, workshops, tutoring, speakers, presenters, field trips, academic advising, and internships.

Academic support and tutoring services are provided by professionally trained “Academic Success Professionals” as well as face-to-face peer tutoring and 24/7 online tutoring through Brainfuse. Faculty-led centers for writing, math, and science are also available. The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note takers, and specialized software/hardware. Accessibility Services staff provide support not only to students enrolled on the main campus in Springfield but also to students enrolled at the Outreach Centers. The campus website uses a text-only conversion service to address website accessibility. The college has a Veterans Club,

which conducts special events to raise funding for scholarships and assistance.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in April of 2019. During this visit, ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Instructors for SU courses were funded with more than 50 percent unrestricted funds. The district did not have sufficient back up documentation to support the credit hour claims. It took college staff several attempts and several different reports to demonstrate how to reconcile the credit hour claim. While this did not appear to affect the accuracy of the claim, it does increase the risk for systemic errors. It also appears that the programming logic the college uses pulls the midterm verification from the last date of attendance rather than the active pursuit of the student, in violation of ICCB Administrative Rule 1501.507 e) 2). Lastly, the midterm verification documentation is not static, so any changes in a student's residency after the semester ends distorts the backup files which do not reconcile with the credit hour claim.

Compliance Recommendation: In order to be in compliance with ICCB Administrative Rule 1501.507 e) 2, Lincoln Land Community College must change its programming logic to use the Midterm Verification rather than the last date of attendance.

College Response: Programming logic has been changed to utilize faculty midterm verification rather than course withdrawal date. New programming logic and processes were implemented beginning with the Spring 2019 submission.

Advisory Recommendation 1: It is recommended the college create policies and procedures to properly generate reports that backup the credit hour claims.

College Response: Documentation showing individual course reconciliation will be added to the reconciliation report process.

Advisory Recommendation 2: It is recommended the college create a static midterm certification file once the semester ends so that residency changes do not distort the accuracy of the credit hour claim during an audit.

College Response: The IT team is working with the IRE staff to add a static residency field to the

midterm verification document.

Student Residency

Based on the review of residency records, Lincoln Land Community College properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit

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

Compliance Recommendation: None.

3. Financial Planning

A long-range financial plan exists. It is a scenario-based plan grounded in trend analysis which allows the college to change assumptions on key parameters to determine potential impact to the college's bottom line.

The principal of the Working Cash Fund remains intact within the fund and has not been transferred to other funds for use as current revenue. A separate Board resolution is passed at the end of each year authorizing the transfer of Working Cash interest earned to the operating funds of the district. The actual transfer occurs only when needed. The fund balance of the district in the Operating Funds represents only about six percent of the gross annual expenditures in the funds. However, the district has a \$12.5M Working Cash Fund to facilitate cash flow and has carefully budgeted for the past 20 years to ensure that expenditures never exceed revenues. Working Cash Fund interest is only transferred to the operating funds as needed. This gives the district an additional cushion in the event of reduced state or local tax revenues. As of June 2018, \$2.2M in accumulated interest is available for transfer if necessary.

The district has accumulated various special purpose funds in the Restricted Purpose Fund to fund future FFE needs, Special Initiatives, and also a "Rainy Day Funds" to be used in the event of state revenue rescissions or unforeseen emergencies. These funds have healthy balances that are supplementary to the fund balances of the Educational and Operations and Maintenance Funds.

The college sold \$34,970,000 of funding bonds in November 2008 for the purpose of constructing three new facilities. These bonds were partially refunded in February 2016 with a bond issue of \$9,710,000 with a final due date of December 2028. The remaining bonds were refunded in January 2017 with an \$18,100,000 bond issuance with a final due date of December 2028. The principal balance of both bond issues as of June 2018 is \$23,300,000. A dedicated tax is levied for retirement of these bonds. The original sale of these bonds was a strategic decision by Administration and the Board of Trustees to construct additional facilities for classroom instruction, workforce training, and student gathering space in order to better serve the needs of district residents and was based on

their mission and strategic plan. The refinancing of the bonds resulted in an economic gain of \$3,489,221.

The district utilizes a comprehensive strategic planning process. All district employees are invited to participate in the planning process. Goals, objectives, and strategies outlined in the Strategic Plan are electronically linked to the budgeting process for the college. All strategies are prioritized and matched to funding availability from all sources including grants and funds that have been restricted by the LLCC Board. Only those strategies with a source of funding move forward.

The Board of Trustees receives a written monthly report on the financial condition of the district. Goal #2 of LLCC's Strategic Plan states: "LLCC is committed to fiscal responsibility and stewardship." Both the long-range financial plan and the facilities plan flow from the college's strategic plan which is firmly grounded in the mission, vision, goals, and values of the college.

Compliance Recommendation: None.

4. **Facilities**

Part A: Approval of Construction Projects

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for LLCC to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions

Facility Data Records (ICCB F3, F6, B3, R3 records)

Based on ICCB staff review of the facilities data submissions, the fiscal years 2014 through 2018 submissions were generally made in a timely or accurate manner.

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land

The fiscal years 2014 through 2018 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project Status Reports

The fiscal years 2014 to 2018 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 were reviewed. For the period examined,

the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

The fiscal years 2013 through 2017 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements The latest five years of Illinois Community College Board (ICCB) data submissions by Lincoln Land Community College were reviewed—generally this includes fiscal years 2015-2019 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 12 IPEDS surveys across the fall, winter, and spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Lincoln Land Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Lincoln Land Community College officials have met ICCB deadlines for most submissions. Overall, Lincoln Land 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 fiscal year 2019 submission contained one critical error, and this data was verified by college officials as valid and accurate. Lincoln Land Community College's A1 submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2019 submission was finalized 12 days late, the fiscal year 2016 submission was nine days late, and the fiscal year 2015 submission was finalized two weeks past the reporting deadline. The submissions took between three and four submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent ranged between 25 percent and 30 percent across the five years studied. Coverage of Entry Intent is an area for further improvement. The proportion of records with unknown Current Intent ranged between nine percent and nineteen percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned

ranged between six percent and twenty-six percent across the five years studied. The proportion of records with unknown High School Rank was about 85 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2015 submission was finalized one day late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Lincoln Land Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions in the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between three percent and less than seven percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

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

The **Annual Course (AC)** data submission began in fiscal year 2011. Lincoln Land Community College met the reporting deadline in five of the five years reviewed. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions did not contain any critical errors in only one of the five years reviewed; the fiscal year 2019 submission contained three critical errors, the fiscal year 2018 submission contained two critical errors, and the fiscal years 2016 and 2015 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in five of the past five years. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions. Lincoln Land Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Lincoln Land Community College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal years 2019 and 2018 submissions were finalized one day and two days late, respectively. There were no critical errors in the final submissions. Coverage of Age was good in the five years reviewed with less than five percent of records having unknown age across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between 13 percent and 34 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 60 percent of the records in the two years reviewed. The variable was made optional in fiscal year 2017.

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

beyond the end of the fiscal year in rate calculations.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the three years reviewed. The response rate met the ICCB minimum standard in one of the three submissions reviewed: 2016 (51.05 percent).

Part B: Faculty/Staff Data Submissions

The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2019 submission was finalized five and a half months late, the fiscal year 2018 submission was three days late, the fiscal year 2016 submission was three and a half months late, and the fiscal year 2015 submission was finalized 16 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in neither of the two years reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in two of the past five fiscal years; the fiscal year 2019 submission was finalized five and a half months late, the fiscal year 2016 submission was more than three months late, and the fiscal year 2015 submission was finalized nearly one month past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Lincoln Land Community College met the submission deadline in none of the past five years reviewed; the fiscal year 2018 submission was finalized 12 days late, the fiscal year 2017 submission was 13 days late, the fiscal year 2016 submission was eight days late, the fiscal year 2015 submission was two weeks late, and the fiscal year 2014 submission was finalized ten days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Lincoln Land 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.

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 Lincoln Land Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Faculty, Staff & Salary Data (C1)**, the **Faculty, Staff & Salary Supplementary Information**, and the **Annual Faculty, Staff & Salary Data (C3)**.

College Response: Whenever the College is negotiating the faculty contract (i.e., FY2016 and FY2019), we must resubmit the file once the contract is finalized. The late submissions are therefore not due to staffing or process issues but rather a periodic event.

The C3 file requires data for the fiscal year yet it is due before the fiscal year is complete. The manual suggests creating the file on “known payments for June 30th,” but we want the submitted data to be correct so that the subsequent report is useful. We are working on some programming to improve our timeliness with this submission.

Lincoln Land Community College, District 526 - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/17/18	07/19/17	06/10/16	07/13/15	07/15/14
# Submissions to Final	2	2	1	3	2
Timeliness	1 day late	2 days late	on time	on time	on time
Duplicated Head Count	9662	9960	9456	8133	7552
Unduplicated Head Count	5250	5624	5342	4748	4635
# Error Codes in Final Submission	1	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	5.37%	5.12%	4.67%	3.41%	4.35%
% Unknown Age in Final Submission no value or .	4.52%	4.30%	3.39%	2.36%	3.56%
% Unknown Age in Final Submission unknown	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	33.51%	13.46%	31.82%	29.29%	28.30%

% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	60.63%	59.77%

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

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	08/13/18	08/01/17	08/02/16	08/12/15	08/15/14
# Submissions to Final	3	3	4	4	4
Timeliness	12 days late	on time	on time	9 days late	14 days late
Head Count (total incl. 0 hrs enroll.)	11193	11456	11805	12923	13639
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	2	3	2	4
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.15%	0.09%	0.91%	0.23%	0.51%
% 0 Cumulative GPA in Final Sub.	13.58%	13.08%	13.41%	14.01%	15.07%
% 0 Cumulative Hours in Final Sub.	13.55%	13.08%	13.36%	13.99%	14.90%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	25.00%	30.19%	30.56%	30.37%	30.46%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	10.50%	8.82%	18.50%	17.40%	17.02%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	6.39%	12.67%	22.03%	26.28%	10.48%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	85.48%	82.60%

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/30/18	08/02/17	08/26/16	08/11/15	08/15/14
# Submissions to Final	2	1	2	2	2
Timeliness	on time				
Record Count (duplicate completions)	1856	1709	2027	2212	2406
Total Number of Completions from A1	1806	1703	1996	2183	2376
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	1	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.05%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	5.12%	4.21%	3.01%	5.33%	6.69%

* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	08/30/18	08/29/17	08/11/16	08/14/15	09/03/14
# Submissions to Final	2	1	1	1	2
Timeliness – Data Due	on time	on time	on time	on time	1 day late
Head Count in Final Submission	11193	11456	11805	12923	13639
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	2	1	2	2

# Critical Errors in Final Submission	0	0	0	0	0
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* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	08/14/15	08/29/14
# Submissions to Final	N/C*	N/C*	N/C*	1	2
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	374	357
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00%	0.00%

*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/31/18	08/29/17	08/22/16	08/20/15	11/12/14
# Submissions to Final	2	2	3	1	2
Timeliness	on time				
# Error Codes in Final Submission	4	3	1	2	2
# Critical Errors in Final Submission	3	2	0	1	1
% Records with Errors in Final Sub.	0.01%	0.06%	0.00%	0.05%	0.04%
% Dual Credit in Final	8.41%	8.47%	6.90%	6.62%	6.01%
% Remedial (PCS 14) in Final	10.15%	9.21%	10.59%	11.80%	12.09%

* Due 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/28/18	10/02/17	09/30/16	09/30/15	09/17/14
# Submissions to Final	2	3	2	3	4
Timeliness	on time				
Head Count in Final Submission	5565	6259	5744	6447	7006
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	2	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.44%	0.33%	0.31%	0.55%	1.05%
Current Intent Coverage in Final Sub % coded as unknown	9.02%	8.56%	7.26%	15.22%	15.03%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	98.20%	98.56%	98.29%	98.56%	98.72%

* 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	10/01/18	10/02/17	09/30/16	10/01/15	09/18/14
Timeliness	on time				
Head Count	5565	6259	5744	6447	7006
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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	03/28/19	10/19/17	10/12/16	01/26/16	10/31/14
# Submissions to Final	2	3	1	3	4
Timeliness	164 days late	3 days late	on time	103 days late	16 days late

# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	6.01%	3.53%	12.33%	10.56%	10.68%
% Unknown Employment Class (8)	0.00%	0.00%	0.00%	3.22%	1.48%

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	01/20/16	11/10/14
# Submissions to Final	N/C*	N/C*	N/C*	5	4
Timeliness	N/C*	N/C*	N/C*	97 days late	26 days late

*** The C2 submission was eliminated in FY 17**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	03/28/19	10/18/17	10/13/16	01/20/16	11/11/14
# Submissions to Final	2	1	1	1	1
Timeliness	164 days late	on time	on time	97 days late	27 days late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/31/18	11/01/17	10/20/16	10/22/15	11/03/14
Timeliness	on time				

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015

Final Submission (02/15)*	02/06/19	02/09/18	02/03/17	01/26/16	02/04/15
Timeliness	on time				

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/31/18	03/03/17	02/02/16	01/20/15
Timeliness	on time				

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/31/18	03/03/17	02/02/16	01/20/15
Timeliness	on time				

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/31/18	03/03/17	02/02/16	01/20/15
Timeliness	on time				

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/31/18	03/03/17	02/02/16	01/20/15
Timeliness	on time				

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/24/18	01/17/17	02/27/16	01/23/15
Timeliness	on time				

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/16/16	05/21/15	06/03/14
# Submissions to Final	N/C*	N/C*	1	2	2
Timeliness	N/C*	N/C*	on time	on time	4 days late
# Error Codes in Final Submission	N/C*	N/C*	0	6	5
# Critical Errors in Final Submission	N/C*	N/C*	0	2	1
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	1.17%	1.48%
Response Rate (PBIS)	N/C*	N/C*	51.05%	49.79%	42.65%
Met Minimum Response Rate***	N/C*	N/C*	Yes	No	No

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/27/18	06/28/17	06/23/16	06/29/15	06/26/14
# Submissions to Final	2	3	2	2	2
Timeliness	12 days late	13 days late	8 days late	14 days late	10 days late
# Error Codes in Final Submission	3	3	3	3	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.71%	6.06%	7.49%	5.99%	4.57%

% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	3.51%	3.90%	3.89%	3.24%	3.31%

***Due 06/16 in FY 14**